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# Proceedings

OF THE

FORTY-NINTH ANNUAL  
CONVENTION

OF THE

Middle States Association of  
**Colleges and Secondary  
Schools**

1935

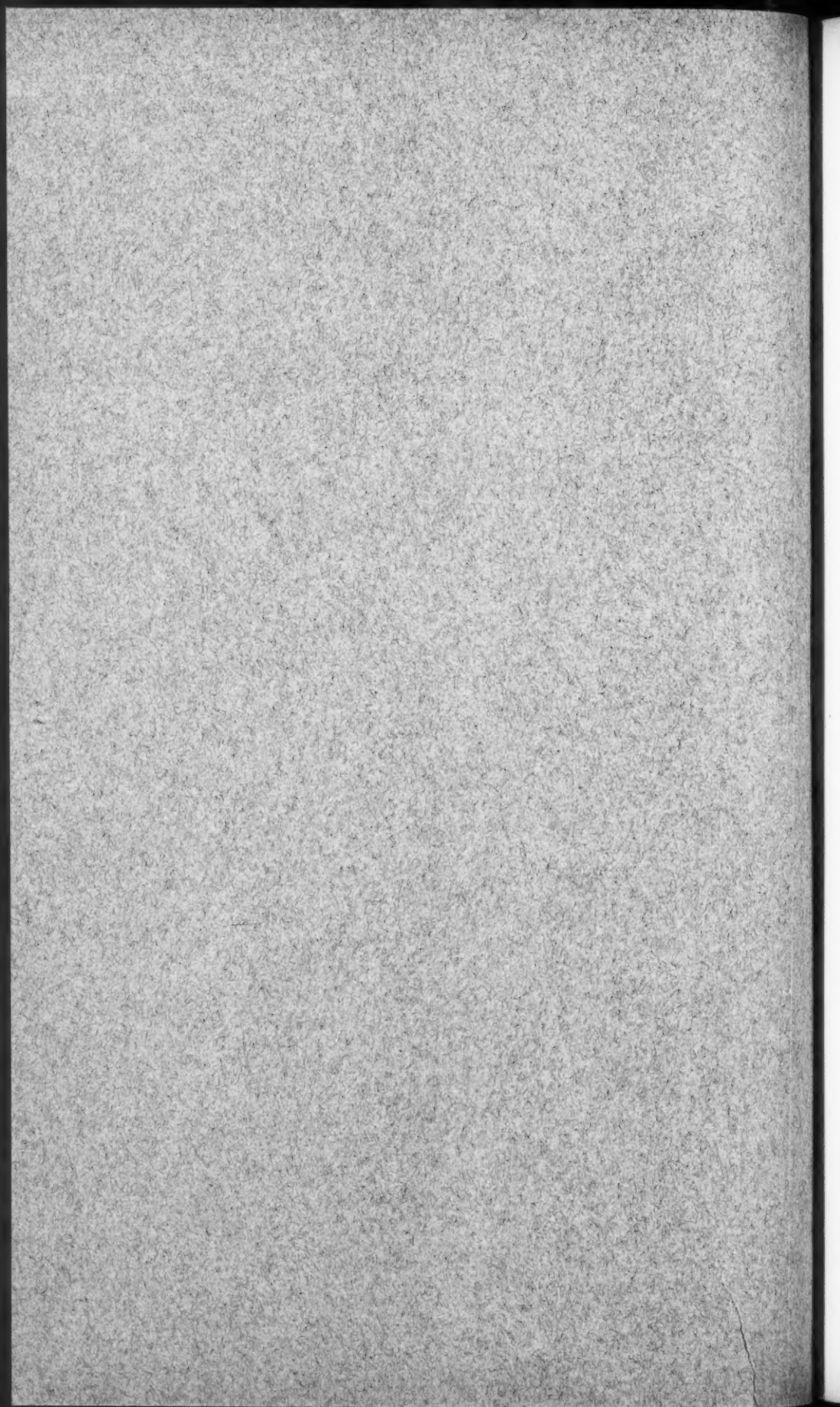
*HELD AT*

HADDON HALL, ATLANTIC CITY  
FRIDAY AND SATURDAY  
NOVEMBER 29 and 30, 1935



PUBLISHED BY THE ASSOCIATION

1936



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*The next convention of the Association will be held at Atlantic City, N. J., on the Friday and Saturday following Thanksgiving, 1936.*





of Middle States Assoc. & Baltimore  
 4 min. day before  
 5:00 PM

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## LIST OF OFFICERS, 1935-36

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### PRESIDENT

PRINCIPAL CHARLES C. TILLINGHAST, Horace Mann School for Boys.

### VICE-PRESIDENTS

PRESIDENT ALAN C. VALENTINE, University of Rochester.

PRESIDENT HARVEY N. DAVIS, Stevens Institute of Technology.

SUPERINTENDENT LESTER ADE, Harrisburg.

HEADMASTER BOYD MORROW, Gilman Country School for Boys.

PRINCIPAL HARVEY A. SMITH, Central High School, Washington, D. C.

### SECRETARY

VICE-PRESIDENT GEORGE WM. McCLELLAND, University of Pennsylvania.

### TREASURER

PRINCIPAL STANLEY R. YARNALL, Germantown Friends' School.

### EXECUTIVE COMMITTEE

DEAN WALTER R. MARVIN, Rutgers University.

DEAN MARIA KOSTKA, Mount St. Joseph's College.

SUPERINTENDENT DAVID WEGLEIN, Baltimore.

PRINCIPAL GEORGE H. GILBERT, Lower Merion High School.

## COMMISSION ON HIGHER INSTITUTIONS

TERMS EXPIRING IN 1936: Professor KARL G. MILLER, University of Pennsylvania; Commissioner JAMES N. RULE, Langley High School; President WEIR C. KETLER, Grove City College; Principal WILMER A. DEHUFF, Baltimore Polytechnic Institute; Dean ROY J. DEFERRARI, Catholic University of America.

TERMS EXPIRING IN 1937: Dr. WILSON FARRAND, Princeton University, Chairman; Assistant Commissioner H. H. HORNER, Albany; Director FRANK H. BOWLES, Columbia University; President DAVID A. ROBERTSON, Goucher College.

TERMS EXPIRING IN 1938: President FREDERICK C. FERRY, Hamilton College; Dean WILLIAM WELD, University of Rochester; Headmaster WALTER R. MARSH, St. Paul's School; Director EUGENE F. BRADFORD, Cornell University.

The President of the Association.

The Secretary of the Association.

## COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1936: Professor E. D. GRIZZELL, University of Pennsylvania, Chairman; Superintendent BEN G. GRAHAM, Pittsburgh; Registrar W. J. O'CONNOR, Georgetown University.

TERMS EXPIRING IN 1937: Assistant Commissioner GEORGE M. WILEY, Albany; Miss L. GERTRUDE ANGELL, Buffalo Seminary; Principal IRA R. KRAYBILL, Cheltenham Township High School.

TERMS EXPIRING IN 1938: Principal JOHN H. DENBIGH, Packer Collegiate Institute; Dean MAX McCONN, Lehigh University; Headmaster CHARLES BREED, Blair Academy.

The President of the Association.

The Secretary of the Association.

## REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

Headmaster JOSEPH D. ALLEN, Polytechnic Preparatory Country Day School.

Headmistress L. GERTRUDE ANGELL, Buffalo Seminary.

Principal GEORGE H. GILBERT, Lower Merion High School.

Headmaster JAMES I. WENDELL, The Hill School.

Principal CHARLES H. THRELKELD, Columbia High School.



Friday, November 29, 1935

## BUSINESS SESSION

President ROBERT C. CLOTHIER in the Chair.

### Introductory Remarks

It has seemed well this year to revise our ordinary sequence of procedure, because of the surprise which the Pennsylvania Railroad has sprung on us in rearranging its train schedule, making it difficult for many persons to arrive as early as they have arrived in previous years. Consequently, the Executive Committee has arranged that we open the deliberations of the conference, not with the usual educational meeting, but with the business session which is ordinarily held later in the day.

I am happy to announce that the fraternal delegates from other regional associations who are with us today are President James L. McConaughy, of Wesleyan University, representing the New England Association of Colleges and Secondary Schools; President L. N. McWhorter, Assistant Superintendent of Schools at Minneapolis, who represents the North Central Association; and Mr. J. C. Harwood, John Marshall High School, Richmond, Virginia, representing the Southern Association.

I desire also to make the following committee appointments:

#### Committee on Audit:

Associate Headmaster Cornelius D. Boocock, Haverford School.  
Headmaster Henry A. Dresser, Abington Friends' School.

#### Committee on Nominations:

Headmaster Samuel Osbourn, Germantown Academy.  
Dean Roy J. Deferrari, Catholic University of America.  
Principal T. B. Beatty, Radnor High School.  
Director Frank H. Bowles, Columbia University.  
Dr. Wilson Farrand, Princeton University, Chairman.

## REPORT OF THE TREASURER

from

October 30, 1934 to November 1, 1935

*Debit*

Balance in Association Funds . . . . .	\$1,348.63
Dues from one institution for 1930-1931 . . . . .	7.50
Dues from two institutions for 1931-1932 . . . . .	15.00
Dues from five institutions for 1932-1933 . . . . .	37.50
Dues from fourteen institutions for 1933-1934 . . . . .	105.00
Dues from 766 institutions for 1934-1935 . . . . .	5,745.00
Dues from seven institutions for 1935-1936 . . . . .	52.50
Dues from forty institutions applying to be accredited	300.00
Accrediting of Schools . . . . .	637.50
Visitation of Schools, Commission on Secondary Schools	123.37
Certificates to Schools, Commission on Secondary Schools	34.00
Visitation of Colleges, Commission on Higher Institutions	400.00
Miscellaneous receipts, Sale of Reports, etc. . . . .	8.25
Transfer from Savings Fund . . . . .	2,000.00
<hr/>	
Total, November 1, 1935 . . . . .	\$10,814.25

*Credit*

Annual Meeting, 1934 . . . . .	687.55
Expenses of Members to:	
American Council on Education . . . . .	13.70
College Entrance Examination Board . . . . .	30.94
Commission on Higher Institutions . . . . .	260.23
Executive Committee Meetings . . . . .	46.96
<hr/>	
	351.83
American Council on Education dues for two years, 1934 and 1935 . . . . .	200.00
Commission on Secondary Schools . . . . .	2,800.10
Commission on Higher Institutions . . . . .	509.05
Salaries . . . . .	300.00
Clerical . . . . .	206.00
National Commission on Research in Secondary Education dues . . . . .	100.00

National Cooperative Study of Secondary School Standards two years . . . . .	971.36
Notary fees and Stamps . . . . .	70.00
Office Supplies . . . . .	30.66
Printing . . . . .	60.00
Proceedings . . . . .	1,311.82
Honorarium, Bonding Treasurer, Miscellaneous . . . . .	550.60
Transfer to Saving Fund . . . . .	1,500.00

Total Expenditures . . . . .	9,648.97
Balance on hand in Association Funds November 1, 1935 . . . . .	1,165.28

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\$10,814.25

On deposit with the Girard Trust Company as per statement submitted November 1, 1935,	
in Checking account . . . . .	1,165.28
in Saving Fund account . . . . .	1,000.00
Interest on Saving Fund account . . . . .	157.60

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Total . . . . . 2,322.88

Three institutions are in arrears for 1932-33, 1933-34, 1934-35, and are automatically dropped from membership: Pennyan Academy, McKeesport High School, and Richmond Hill High School.

Nine institutions in arrears for 1933-34, 1934-35.

Sixty two institutions in arrears for 1934-35.

STANLEY R. YARNALL,  
*Treasurer.*

#### REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, which are summarized above, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being:

Checking Account . . . . .	\$1,165.28
Savings Fund Account . . . . .	1,157.60

CORNELIUS B. BOOCOCK,  
HENRY A. DRESSER.

November 25, 1935.

## REPORT OF THE EXECUTIVE COMMITTEE

In welcoming the Associations that are to meet tomorrow in connection with our program, the members of the Executive Committee are particularly glad to greet the Junior College Council, which meets with us for the first time, and to express our satisfaction that the American Classical League has arranged a conference for teachers of the classics after an interval of several years. Because of a social science meeting in another city, the Association of History Teachers is not able to join us this year, but this absence is to be regarded as only temporary.

During the past year, the Executive Committee has considered several matters of policy in addition to routine business and the arrangement of the program. The Committee received sympathetically the following resolution adopted by representatives of the Catholic Colleges at Atlantic City, November 30, 1934:

"RESOLVED: That the official delegates of 37 Catholic Colleges, all constituent members of the Middle States Association of Colleges and Secondary Schools, in meeting assembled, respectfully present to the Association a request that on the programs of the annual meeting papers and addresses be included in which Catholic educators may present aspects and phases of education which are a distinct contribution to the field of education in general, and that Catholic educators be enabled, by membership on the several committees and commissions, to give authoritative information necessary to the proper understanding of Catholic Educational Institutions."

A communication was read from a committee of modern language chairmen appointed by the Department of Education of the City of New York asking whether the Association would consider the advisability of laying more stress on a four-year sequence in foreign language and whether the colleges now requiring a three-unit and a two-unit group in foreign languages would consider allowing a four-year sequence in one language to satisfy the requirement and permit the extra unit to be taken from a miscellaneous group. The following resolution was adopted:

"RESOLVED: That the Executive Committee is sympathetic with the movement to encourage a longer sequence in foreign language, but inasmuch as its functions are purely advisory, it can but bring the matter to the attention of the membership colleges and refer it to the Association of



Modern Language Teachers for such consideration as may seem desirable."

A letter from Dr. Norman Cameron, President of State Teachers College, at West Chester, Pa., led to the following action:

"RESOLVED: That the Commission on Higher Institutions be asked to consider the advisability of accrediting Teachers Colleges and Schools of Education and to report at the next annual meeting of the Association."

An appeal from a high school for exemption from the payment of the accrediting fee was considered and declined, it being decided as a matter of policy that a school or college restored to the accredited list after being dropped for a year or more must pay the accrediting fee unless it has, in the meantime, continued in associate membership by the payment of annual dues.

To facilitate the prompt publication in the future of the list of accredited schools action was taken as follows:

"RESOLVED: That on and after March 1, 1935 a school applying for approval by the Commission on Secondary Schools shall send the accrediting fee with the application, the fee to be deposited with the Treasurer and returned to the school if action of the Commission is unfavorable."

The Treasurer and the Chairman of each Commission are given authority to issue a statement that all institutions wishing to continue on the accredited lists published about January first each year must have paid all accrued dues and fees for previous years prior to November 1st, preceding the publication of the list.

There has been some delay in the constitution of the Joint Committee composed of representatives of the Commission on Higher Institutions and the Commission on Secondary Schools, but the Committee is now ready to consider the problems that have been referred to it.

The Committee has approved the budget of the Commission on Secondary Schools for 1935-36 as submitted by the Chairman, in the amount of \$3200, approximately the same amount as for last year. It has also made an appropriation of \$100 to the National Commission on Research in Secondary Education, and an appropriation in the same amount to the American Council on Education.

In view of the approaching anniversary of the establishment of the Association, a committee has been appointed to prepare and publish a history of the Association during its first fifty years, to be

ready for distribution at the time of the next annual meeting. This committee is also authorized to consider the by-laws that have been added to from time to time and make to the Association any recommendations for revision that may seem desirable.

The following appointments have been made during the year:

As representatives on the American Council on Education—Dean Henry Grattan Doyle, George Washington University; Headmaster E. Boyd Morrow, Gilman Country School, and Principal John H. Tyson, Upper Darby High School.

As representatives on the College Entrance Examination Board—Headmaster Joseph D. Allen, Polytechnic Preparatory Country Day School; Headmistress L. Gertrude Angell, Buffalo Seminary; Principal George H. Gilbert, Lower Merion High School; Headmaster James I. Wendell, The Hill School, and Principal Charles H. Threlkeld, Columbia High School.

As fraternal delegates to the New England Association—Mr. Stanley R. Yarnall; to the North Central Association—Dr. E. D. Grizzell; to the Southern Association—Dr. Wilson Farrand.

GEORGE WM. McCLELLAND,

November 29, 1935.

*Secretary.*

## COMMISSION ON HIGHER INSTITUTIONS

Your Commission on Higher Institutions has to record the deep loss that it has suffered in the recent death of Professor George Gaily Chambers, of the University of Pennsylvania, a member of the Commission since its organization. By his faithful interest, his knowledge of academic affairs, and his sound judgment he has been a most valued colleague and one whose place it will be difficult to fill.

At a meeting held in February last the Commission voted to place on its accredited list

Duquesne University

Pittsburgh, Pa.

and at a meeting held last week added the following institutions to the same list:

Houghton College

Houghton, N. Y.

College Misericordia

Dallas, Pa.

Mt. Mercy College

Pittsburgh, Pa.

St. Peter's College

Jersey City, N. J.

Four years ago the Commission announced that, beginning with September, 1933, any college that granted athletic scholarships would be considered unworthy of a place on the accredited list. This called but a storm of protest. Some institutions insisted that the granting of such scholarships was an entirely proper procedure, to which the Commission replied that it was concerned only with scholastic standards, but that it did not believe that any college could grant financial aid primarily for athletic ability without lowering its academic standards. Another group asserted that the rule could not be enforced without maintaining a complete auditing and detective force. The Commission replied that it had no intention of establishing any such system, but that it would rely entirely on a signed statement from the President of each institution.

For three successive years the President of each male and co-educational college on our list has certified that, to the best of his knowledge and belief, his institution was living up to our standard in letter and in spirit. In many cases we know that this statement is absolutely true, and that these institutions are doing every thing in their power to prevent the subsidizing of athletes by alumni and interested outsiders.

And yet, while we have had no direct evidence on which we

could act in any specific case, the indications of extensive subsidizing of athletes in a number of institutions are so clear that it is difficult to see how an efficient administration can be blind to what is evidently going on.

The Commission reiterates its unswerving judgment that no college can grant, or knowingly permit the grant of, money or the equivalent of money to any student primarily for athletic ability without seriously endangering its academic standards. Our task is not the reforming of athletes, but solely the maintaining of scholastic standards. To obtain positive evidence of what we believe is occurring is impossible with the means at our disposal. We are reluctantly forced to the conclusion that it is not feasible to enforce the standard that we have set up against the evident belief on the part of a number of colleges that the subsidizing of athletes is a proper procedure.

And yet, although in the face of manifest opposition we are unable to enforce the rule, the Commission takes this opportunity to reiterate its firm conviction that no college that grants athletic scholarships is worthy of a place on our accredited list.

WILSON FARRAND,  
*Chairman.*

## REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

The work of the Commission for the past year has been concerned with 1) accrediting activities, 2) participation in nation-wide cooperative study of secondary school standards, and 3) research and service activities.

The accrediting activities of the Commission have involved the consideration of 448 schools. Of all the schools submitting reports, 65 were new schools and of this group 30 were accredited. Three hundred eight-five old schools were considered; of this group, 371 were accredited for varying periods, and 14 were dropped. In addition to 14 schools dropped by the Commission, one school is scheduled to be dropped by the Association for non-payment of fees. These figures may be changed slightly if a few other schools now in arrears in dues must be dropped. The list to be published on January 1, 1936 will contain 673 schools. Table I presents an analysis of the Accredited List for 1936. Table II contains the names of the new schools accredited on November 7, 1935.

Many problems have arisen in connection with the work of accrediting this year. They are becoming increasingly difficult to solve under the present standards. The Commission is constantly under pressure to give broad interpretations to standards which were not constituted with reference to changing practices in secondary education. This reveals an increasing need for the revision of standards in the direction indicated by the cooperative study of secondary school standards now being carried on. Next to the work of accrediting of schools, perhaps the most important activity of the Commission has been participation of a part or all the members of the Commission as well as members of all state committees in various phases of the work of the cooperative study. In this connection, Dr. Gummere, Dr. Lewis and Dr. Wetzel, who have retired from the Commission, have consented to continue their services as members of the Committee for the Cooperative Study. It is important that these men continue their services on the Committee for the present at least, because of the intimate knowledge which they have of the purposes and activities of the Committee. Further details concerning the progress of the Study of Standards will be presented at a later session by the Coordinator in charge of research.

Although the work of the staff in the office of the Commission has increased very greatly, the demands for information and special field service have been met with a reasonable degree of success. Conferences with heads of schools, correspondence with school officials regarding current practices, special studies of library, teacher load and school and college relations are being constantly carried forward. In connection with the latter activity, two part-time workers on Federal aid are devoting their time to the compilation of freshmen records. We wish to call the attention of all accredited schools to the fact that a copy of a school's own college record (confidential information) will be mailed to the school upon request of the official head.

The Commission recommends that the projects, an official bulletin, and the development of closer relations between the Association and offices of City Superintendents of Schools be given attention by the Joint Committee as soon as possible.

In closing this report, the Chairman wishes to make public acknowledgment of the exceptional service which is being rendered by the members of the Commission and the members of the various state committees that cooperate so effectively in the work of the Commission.

Respectfully submitted,

E. D. GRIZZELL,

*Chairman.*

TABLE I  
ANALYSIS OF ACCREDITED LIST JANUARY 1, 1936

	New schools considered	New schools accredited	New schools not accredited	Old schools considered	Old schools accredited	Old schools dropped	TOTAL considered	TOTAL accredited	Old schools not considered. Basic list.	Dropped for non- payment of fees	Total schools on accredited list of Jan. 1, 1936.
Delaware . . . . .	4	4	—	14	14	0	18	18	2	—	20
District of Columbia . . . . .	4	1	3	17	17	—	21	18	12	—	30
Maryland . . . . .	5	3	2	21	21	—	26	24	14	—	38
New Jersey . . . . .	10	6	4	92	87	5	102	93	52	—	145
New York . . . . .	11	6	5	86	81	5	97	87	83	1	169
Panama Canal Zone . . . . .	—	—	—	1	1	—	—	1	1	—	2
Pennsylvania . . . . .	30	17	13	154	150	4	183	168	101	—	268
Europe . . . . .	1	1	—	—	—	—	1	1	—	—	1
	—	—	—	—	—	—	—	—	—	—	—
Total . . . . .	65	38	27	385	371	14	448	410	265	1	673

TABLE II  
NEW SCHOOLS ACCREDITED NOVEMBER, 1935

DELAWARE

Laurel High School, Laurel.  
Milford High School, Milford.  
Pierre S. DuPont High School, Wilmington.  
Saint Andrews School, Middletown.

DISTRICT OF COLUMBIA

Landon School for Boys, Washington.

MARYLAND

Forest Park High School, Baltimore.  
Gilman Country School for Boys, Roland Park, Baltimore.  
Glen Burnie High School, Glen Burnie.

NEW JERSEY

Gloucester City Junior-Senior High School, Gloucester.  
Hawthorne High School, Hawthorne.  
Middletown Township High School, Leonardo.  
Paulsboro High School, Paulsboro.  
St. Marys Hall, Burlington.  
Vineland High School, Vineland.

NEW YORK

Birch-Wathen School, 149 West 93rd Street, New York City.  
Grover Cleveland High School, 2127 Himrod Street, Brooklyn.  
James Madison High School, East 25th Street and Quentin Road,  
Brooklyn.  
La Salle Military Academy, Oakdale.  
Monticello High School, Monticello.  
Shore Road Academy, 9249 Shore Road, Brooklyn.

PENNSYLVANIA

Agnes Irwin School, Wynnewood.  
Arnold High School, New Kensington.  
Bangor High School, Bangor.  
Bedford High School, Bedford.  
Clearfield Senior High School, Clearfield.

TABLE II (*Continued*)

East Pittsburgh Junior-Senior High School, East Pittsburgh.  
Ellis College, Newtown Square.  
Franklin Borough High School, Conemaugh.  
Freeland Mining and Mechanical Institute, Freeland.  
Hamburg High School, Hamburg.  
Hawley High School, Hawley.  
Hershey Industrial School, Hershey.  
Lancaster Catholic High School, Lancaster.  
Lewistown Senior High School, Lewistown.  
Nether Providence High School, Wallingford.  
Newport Township High School, Wanamie.  
Philadelphia Northeast Catholic High School for Boys, Philadelphia.

## SWITZERLAND

International School of Geneva, Geneva.



## EDUCATION AND SOCIAL RECONSTRUCTION

### REMARKS

*President, ROBERT C. CLOTHIER*

I am happy to welcome the members of the Middle States Association of Colleges and Secondary Schools at this 49th Annual Convention of the Association. As an association, we are rapidly acquiring the dignity which goes with age. In another year, as Dr. McClelland has pointed out, we shall celebrate our semicentennial, and I suppose we shall do so with all the pomp and circumstance that the anniversary will call for, which will be none whatever. For we are not concerned with the passage of years in themselves, but with what those years have enabled us to achieve, and what our program is for the future.

We are not like the centenarian of whom doubtless you have all heard, who on being approached and asked how he could account for the fact that he had lived for one hundred years, offered the explanation that probably it was because he was born in 1835. We are not concerned with the past, but with the present and with the future.

As a nation, we are faced with certain perplexing problems which we are compelled to meet and solve as intelligently as we can, and with courage and initiative. We cannot lean back upon a *laissez faire* policy and wait for nature to have its way. It is a straight and narrow course we have to steer between *laissez faire* on one hand, which is inadequate, and economic and social thinking on the other hand, which unless it is sound and based upon principles of intellectual integrity may hasten rather than prevent eventual disaster. It is our common responsibility to find and follow that course of action which will hold steadfastly to the lessons of human experience, but will approach these new problems constructively, with our feet on the ground.

Our approach to the solution of these problems must be on the level of social and economic statesmanship, not on the level of temporary expediency. If we are successful, we shall be successful because we appreciate that however admirable the governmental and social machinery we set up, it will not work unless it is backed by social wisdom and by civic conscience and by a sense of personal

responsibility on the part of our people. And those who advance new procedures should be willing to submit them to the yardstick of human experience, to eliminate those which are not sound, and to continue those which are sound, and to back them with all the intelligence and civic conscience we can muster.

The subject of our Convention is, "Education and Social Reconstruction". It seems to me that the association of those two terms in one phrase is significant because of the general recognition that part of our problem is intellectual and spiritual rather than mechanistic. The challenge that confronts education is perfectly obvious. We are here to consider how best to meet it.

And so this morning I take a great deal of pleasure in presenting to you as our first speaker, a man who is outstandingly qualified to speak on the subject which has been assigned him, "How is Social Reconstruction Achieved?" I could, I suppose, introduce him in the usual way by a recapitulation of the contents of "Who's Who in America", but it would take too long. I merely resort to the simpler formula of presenting to you Dr. William F. Ogburn, Professor of Sociology at the University of Chicago, who will speak on, "How is Social Reconstruction Achieved?"

## HOW IS SOCIAL RECONSTRUCTION ACHIEVED?

WILLIAM F. OGBURN,

Professor of Sociology, University of Chicago.

When a physician is asked to prescribe for a patient, the first thing he does is to make a diagnosis. I am expected as a sociologist to do the same thing in regard to society, in addressing you on how society can be reconstructed.

The ills of society are due to two causes. The largest number of our social difficulties can be classified into two general categories. These are, first, the difficulties that arise because the different parts of society are changing at unequal rates of speed. I sometimes refer to this in a shorthand manner as "unequal rates of change". The second great cause of our social difficulties lies in our inheritance from our primitive forebears and our attempt to adjust this inheritance to modern civilization. This, I sometimes refer to as the problem of "the cave man trying to live in the modern city". I will take up the first diagnosis and make some observations on it.

This analysis was the theme of the chief report of that commission appointed by President Hoover to study recent social trends, and this committee made their diagnosis turn on these unequal rates of change of society. To them, society was like an automobile which was undergoing an evolution of its parts so that, let us say, the wheels were getting bigger very rapidly, but the brakes were changing only a little, or the pistons were being modified considerably, but the carburetor was not being changed at all. Obviously, if you take a complex piece of machinery where all the different parts are integrated, and try to change one part without a concurrent change in the other, the machinery is not likely to run so well. This is what is happening in society. One part of society is changing faster than another, and the gears don't fit into one another because of these unequal rates of change.

One or two illustrations will be appropriate. Industry in general is changing much more rapidly than government. That is really the cause of the phenomenon we call the New Deal. It is an attempt of the government to catch up on these changes. Another very good illustration is that of the county government which was laid out in terms of the horse and buggy and the roads of that time.

But now, with the automobile a man can go from his farm to the capital of the state in about the same time that he used to take to get into a buggy and drive from his farm to the county seat. Many county governments are bankrupt in the United States. They are not able to furnish the services needed by the people. If a county were ten times enlarged it could furnish service better and at less cost. Government, then, doesn't change to keep up with industrial development.

Or take another illustration. Communication and transportation inventions have developed very rapidly and brought all the world in contact and made nations neighbors one to another. Yet much of our policy in regard to international relations is isolationist. We love to quote Washington's farewell address on the subject. The efficiency of our machinery for dealing with international relations has not kept pace with economic and industrial development.

To take another illustration from the field of science and religion, science has undergone a great many rapid changes and made discoveries regarding evolution and regarding the antiquity of man which have changed greatly the fundamental rituals of religion. Religion lags behind a great deal, and consequently we have a maladjustment due to the fact that one thing changes more rapidly than another.

A very simple illustration of the sort of diagnosis I have in mind would be that of an immigrant coming from the fields of Southwestern Europe to live in New York City. Technological invention makes it possible for him to do this in two weeks' time, but he finds himself in a country where the language is different from what he used in his old country, and where the customs and manner of life in an American city are very different from what it was in the rural fields of Southwestern Europe. The result is, he has changed one thing much more quickly than he has another, and he has to spend really the rest of his life trying to learn the language, customs and the manners of life in the large city of the new world.

So we note, then, that many of the problems of modern times rest upon this fundamental fact that one part of our civilization is changing much more rapidly than the correlated part. There is a lag and a maladjustment, and the problems of modern times are

really the problems of trying to catch up one part of culture with another.

The second great cause of our social difficulties, as I see them, arises from the fact that we are really cave people with a primitive, barbaric biological heritage, trying to live in a modern civilization. It has been shown, that our inherited nature, that which comes to us through the genes of the germ plasm are no different, substantially, from those possessed by the cave men of one hundred thousand years ago. A baby born in a modern city today has the same heritage as a baby born in the caves of the ice ages. No matter how much education we get, no matter how many principles of Christianity we have absorbed as individuals, these are not passed on through heredity to the babies that are born. So it is that, having lived several hundred thousand years in the wild state, we haven't yet become domesticated to modern civilization.

This second problem that I speak of would be true in a society that did not change at all. In a perfectly stationary society we should have this problem of adjusting human nature to civilization. And this cause of our difficulties, therefore, is somewhat different from the first cause which arises because of change or motion, one part moving faster than another. This second diagnosis, then, rests upon a fundamental difficulty and would find itself in any society no matter whether there was change or not.

The main difficulties (and there are many of them) that arise because of this inherited biological nature and the artificial nature of culture are, first, the problems of selfishness, and second, those problems that revolve around sex.

As I understand my reading of anthropology and biology, mankind had to hustle to get food in the early days. It was pretty much the law of selfishness. That is to say it was a struggle for survival, and one had to grab what he could get when he could get it. It was an aggressive, fighting, selfish sort of life. And in modern times, we have to live in a cooperative society, in an organization where we must respect the rights of others, and consequently there arise innumerable problems of selfishness. The greatest of these in a general way may be said to be the unequal distribution of wealth. The powerful people, the selfish people, get hold of the good things of life and tend to hold on to them, they exercise their power in such a way as to get all sorts of privileges and advantages

over the less fortunate. This selfishness didn't make so much difference when we were hunting the saber-toothed tiger or the woolly rhinoceros, but with property which can be accumulated and safeguarded by law, there are all sorts of difficulties flowing from this power of selfishness.

The second set of problems that arises from this primitive nature of ours, trying to get on in the world in modern times, turns essentially around the problems of sex, problems of the family. We inherit this emotional mechanism which comes down to us from a time when there was very great difficulty in securing enough progeny to carry on the race, and we have problems of the broken family, sex evils of one sort or another that result from our attempt to curb the instincts by moral codes and social organizations.

These, then, are the two great sources of our difficulties, put in very brief terms.

Now, how shall reconstruction be achieved? What shall we do about these things?

In the first place, I may say I don't believe it is very easy to achieve much in the way of reconstruction. I think it is difficult, and I am decidedly a pessimist on this subject. I remember an old timer once advised me when I was a young man first beginning public speaking. He said, "The first requisite of a good speech is to always wind up with a note of optimism". It is going to be a little hard for me to be optimistic on this subject. My chief difficulty lies in the fact, if I read history and social evolution correctly, that I don't believe there is very much in the way of successful revolution ever takes place. There are some rapid changes and there are some rapid reforms, but wholesale revolutions are really the product of day dreams, they are the sort of things that story books tell about. Social forces are much more inevitable. They are much more deterministic, and we as individuals, I think, are much inclined to hero worship and claim achievements for things that we really have nothing to do with.

Out in the Middle West, the Republican Party around Chicago and other places where I have been, have been accustomed in the past to claim credit for prosperity when it was really due to the rainfall out in Kansas, Nebraska, and Illinois. I am reminded of a sentence which I used to have to diagram as a child learning grammar in the early years of school down in Georgia. The sentence

ran something like this: "The fly, sitting on the axle of the chariot wheel, said, 'What a dust do I raise'". That is a little hard to diagram, but I wasn't interested in that aspect of it. I was rather interested in the psychology of it, there is much truth in this idea.

Let us see what can be done about these unequal rates of change. Many of the changes follow somewhat this order. There are four steps. The first part of culture that starts changing in modern times is technology. That is followed by a change in our economic organization, fairly quickly, sometimes. And, usually, a long time afterwards, our social institutions such as government and the family change. That is the third process. Finally, the impact which is started by machines and technology reaches its final change, the fourth thing, which is our social philosophies and our social beliefs. There is, therefore, a sequence from technology to industry to social institutions to social philosophies, with a lag three times; as these other social institutions can't keep up with the technology.

Perhaps one more illustration will serve to clinch the statement in your mind. Consider the institution of the family. Change is precipitated by steam, a technological use of steam in engines which does the work that otherwise would be done by the human arm or by animals. Steam changes our economic life and takes weaving and spinning off the hand loom and domestic spinning wheel and puts them in the factory. So the economic institutions change fairly quickly after the technology. Then the family tends to make an adjustment to it. It takes a long time, though, and in the meanwhile we have divorce, child labor, and disruption of the family because it does not adjust itself to the transfer of its occupations from the household into the factory. Eventually families adjust to city life, and a different set of family activities appear. The last to change is the philosophy with regard to the family. We still say the place of woman is in the home, although her occupations have been taken away from the home and put in the factory. We tend to confine woman's activities by a social philosophy which is suited to the present industrial revolution. So over one hundred and fifty years, these changes are taking place; Steam first, industry second, then after a long gap, the family, and finally the social philosophy and beliefs.

The significance of all this turns on this question, "What can we do about it?" Granting that changes are started by machines,



Can we stop the machines? Suppose we had wanted to stop the steam engine, or the power of electricity, I don't see how we could have done it. Once the thing is started, the problem for society is to hustle to keep up with it.

I have thought somewhat about whether we could stop invention and scientific discovery. Some enterprising Britisher, I recall, about the time of the Great War, advocated that we declare a moratorium on scientific research and invention. Well, that would do the trick, all right, if we could enforce such a moratorium. One might poison the inventors but that would not be effective, for another inventor would come along and make the invention. Some years ago I did some researches to show that almost every big invention is invented by two or three people, inventing differently. So I don't think technological change could be stopped even if we killed the inventors and scientific discoverers. The machine is, therefore, inevitable. It is very impractical to do much to stop invention and discovery and to stop the machine.

The machine then comes and sets culture in motion. What is the thing to do? The problem is to catch up the lags, to adjust quickly to the machines. How are we going to do this? We are going to do it, by ingenuity, by social invention, by a powerful effort to catch up the lags.

A very good illustration is society's method of dealing with industrial accidents in modern times. Accidents occur because of the machine in the factories, because metal wheels turn fast, at enormous rates of speed, and injure life and limb. We didn't start to adjust to this accident situation in factories until the workmen's compensation and the "safety first" movement came along about 1910 or 1912. There must have been fifty or seventy-five years when hundreds of thousands of factory workers were losing their lives unnecessarily because machines came first and laws were slow to keep pace with them. Eventually we did get in safety campaigns, we safeguarded machinery, we invented employer's liability and workmen's compensation laws. We did make some kind of an adjustment.

This then is the nature of reconstruction. All along the line, then, the problem is to speed up, particularly, the social institutions.

There are many reasons why we procrastinate, why we are so far behind. One is the paucity of social invention. There is not



enough ingenuity among our students of social science, and we don't encourage social science in the way that we do mechanical science. There is one other reason why we are slow about catching up these lags. One is the very great resistance of what may be called in the language of Thorstein Veblen the "vested interests". Not everybody wants to change. Not everybody wants to bring about social inventions. Who is it that does not want to catch up these lags and to make these adjustments? They are the favored people of life who sit in the privileged positions, get their unearned increment or get their differential income because of their position. These are the people of power. It may be people of wealth, it may be merely office holders. These are in general the conservatives. Most of the time they don't want any change. Why not? Because they stand to lose. Sometimes they favor change when they stand to gain, as for instance in taking on a new mechanical invention that will bring them more money, but the vested interests quite generally do not want to change. We have them in our college faculties, I may say, also, and they may be observed when talk begins about changing a curriculum, bringing in new subjects. Then one will find that there are vested interests who teach required courses or who have various other tariffs or privileges to protect them, or who are there because of long service. These are the ones who resist changes.

So the two big difficulties, then, are in getting more social invention, more ingenuity to devise governmental changes, family changes, industrial changes, to keep up with these technological things and second in fighting the vested interests that are trying to protect their own interest as contrasted to that of society.

I may note here in passing that if one views social institutions as a whole, there are five big social institutions. One is the family, another is the church, another is the community, another is industry, and another is government. Three of these institutions are not changing very rapidly, or are declining in their social influence. The village community, the family and the church, compared to what they were in the Middle Ages, are shrinking in society. Two of our institutions are expanding at an enormous rate. These are industry and government. They are very much bigger affairs than they were a hundred years ago or one hundred and fifty years ago, and the functions which the church and the village and the community exercised are being shifted over to industry and government.

These two huge institutions of government and industry are overlapping, they are crowding each other, and they are being merged together. You are witnessing, ladies and gentleman, a union in this country of government and business in a sort of collectivism, whatever form it takes. It takes one form in one country, communism, and another form, fascism, in another. But it is surely coming in the United States, and any form of adjustment that is to take place must concern these two big institutions. When government and industry unite, who is going to control government or industry? There is a real problem.

So much, then, by way of consideration of the methods of reconstruction with regard to these social changes. We can't slow up the changes of technology, we have got to therefore speed up the social changes in the social institutions, along these lines that I have just discussed.

Now, let me come back to my second cause of modern social problems, that is, the problem of the cave man living in the modern city. What shall we say on that topic? The difficulties that arise from a cave man living in a modern city, as I have mentioned before, are primarily in the fields of selfishness and sex, and they lead to a class of difficulties which I would call mental disorders and nervous strains of one sort or another. Of course there are physical difficulties for the cave man living in a modern city, such as the problem of food and health and digestion and exercise, but I will pass those by. When the cave man tries to live in the modern city it becomes pretty strenuous for him, and he gets into nervous difficulties, trying to adjust to the cooperative group life and the codes of conduct with their results, strains and mental disorders. I showed in a piece of research about ten years ago that of all the boys and girls of high school age in New York State, one in twenty-two would be in an insane asylum sometime before they died. That is how difficult to adjust, and how prevalent mental disorders are. I figured from the army draft records that there are about twice as many who should be in a hospital because they are incapacitated mentally for efficient work. These are results of the difficulty of primitive man trying to live in a modern city.

The best remedy that we have ever had for this difficulty in the past has been religion. Religion in a stationary society, when we couldn't change society, faced the proposition and tried to change

human beings. Religion did offer a way out and did offer a solution, and the service which religion has done to society is almost incalculable, because it has led mankind out of this complex of modern life, to the green pastures and the still waters. It has offered him a solace, and I think one of the reasons why we have so much nervousness and mental disorder today is because religion is not as effective, in modern times as it was earlier. If religion did exercise as great a control over our lives now as it did in the Middle Ages we would not have the mental disorder and nervousness which we now have. So a strengthening of the forces of religion would undoubtedly help a great deal in solving this problem of selfishness and sex and mental disorder and nervousness.

There has arisen, however, one other solution on the scene, psychiatry. The psychiatrist treats nervousness and strain and mental disorder very much as a physician would treat an individual patient. But they don't get very far. My opinion is that psychiatry is probably the poorest developed of all the fields of medicine. To treat the enormous number of mental cases of difficulty and nervous difficulty by the individual attention from psychiatrists, we would have to exceed the number of psychiatrists many thousand fold. There are not enough of them to do the work needed. What is really wanted is not so much individual treatment by psychiatry but some kind of discovery or social invention, which would do for mental difficulties what let us say vaccination or immunization or treatment of the water supply does for diseases like smallpox and typhoid fever. What we really need is a mass attack on this problem, a social psychiatry. Social psychiatry would help along with religion. Of course, family life has helped a good deal in this instruction too.

But what would be this social psychiatry? It really means the reorganization of the social institutions to make them more adaptable to human nature. I take the point of view, strange perhaps, but valid, that you cannot change human nature, I mean the inherited part of it. If you push the changing of it within a life time too far by civilization, we get mental breakdowns. Much the better proposition is to change society so as to fit human nature rather than to change human nature to fit society, a program perhaps not suitable to a stationary society, but compatible with a changing one. We can't change all society—that is too Utopian, not practical at

all. What we can do is to change the points of strain and stress that are amenable to modification.

I should say that the key point of all is the training of little children, particularly before they get to school age. Sometime we may find out that our methods, particularly in modern cities and modern families, of bringing up little children are more atrocious than anything primitive man ever did. We make them nervous and commit them to neurosis before they are four or five years of age. We ought in our education, to seek for a very much better training of the little people, try to get them adjusted so they have a healthy psychological set-up to meet the nervous strains in adult life. Mothers overdo the thing, I think. Too much mother love, too much affection, too much spoiling of children, too much lack of acquainting them with psychological difficulties that they will meet as they grow up.

There are other things we can do. The hours of labor can be reduced, more recreation helps in obtaining a better adjustment. The division of labor and monotony of work make strains, there are many of these foci for reconstructing the situation. Recreation is one, educating of little children is another. Religion contacts is a third. These, then, are the general patterns which I would recommend to your consideration.

Now, a short paragraph in conclusion, pulling together the general recommendations. I notice on the program I am followed by other speakers who deal with detailed phases of this subject. I am very glad, because they will have an opportunity to make up for my shortcomings and no doubt criticise statements that I have made. I would, however, like to say this, that education can do a good deal, but it can not do the whole thing. Certainly not, unless education gets down into the teaching of very little children. Education is remarkably effective when it comes to teaching us techniques—the multiplication table, how to build a bridge, how to construct an aeroplane, information regarding foods, vitamins, health. Education is wonderful when it comes to giving us information. But it does not seem to me that education is very successful when it comes to educating the emotions. You take the son of a wealthy, conservative capitalist and put him through the social sciences in college, and let him go out into business, and there is very little change. He still has the point of view of the capitalist, he has the point of view of

one of the wealthy citizens, he is likely to take an attitude of conservatism on social questions. What individuals do with their knowledge is to rationalize it to make it convenient for their selfishness, their wishes, or their emotions. Some things can be done in training emotions, but not in the way education is now set up. Schools would have to go into dealing with personalities rather than into intellectual content, if much is to be done with emotions.

Still, there is a great deal that the schools could do. Perhaps it is unfair for me as a teacher in social science to say that I think the curriculum might have more of the social sciences in it. But if it follows that social invention is needed, then it seems to me the schools might very well concern themselves with social inventions and with social science.

A brief consideration of these shiftings of functions and of these social lags shows at once that there is no use trying to go back to rugged individualism, there is no use going back to the *laissez faire* policy of the pre-industrial age. We really must adjust to a collective society where government and industry will be united.

It follows that if the vested interests, if the cave man with lots of money and property becomes powerful, he naturally looks out for himself. He has to be restricted. I cannot conceive of a society that does not put restrictions on power and on wealth. It simply has to be done, because this struggle for survival of the cave man seems to crush out the weak. The weak have to be protected, there is no escape for it, and the strong, powerful barons have got to be controlled. That is an obvious lesson throughout the whole of history. At the same time, it is perfectly foolish to try to expect everybody to be altruistic, and to neglect the fact that many good things flow from selfishness. Selfishness is the drive that has made us progress, and really the problem is to give selfishness some leeway, to encourage it and go along with it, but don't let it crowd out and crush too severely the weak.

The general attitude to encourage is something like this. There is simply no place for the conservative. I don't see how a society can tolerate the conservative—the traditional conservative. He is in the way, he is an enemy of society, and the duty of everybody is to fight him. This doesn't mean that every radical is right. It doesn't mean that every radical proposal is right. I suppose 90% of the radical proposals must be wrong, and we certainly should not

go running along after every proposal, despite the fact that it is surprising how many proposals of minor political parties and minority groups have been adopted and put across by the major parties.

When I say there is no room in society for the conservative, and that the battle against him is the fight which we should all enter, I say also that there is no room for what I would call the wild radical. What we really need—and this is my closing thought, Mr. Chairman—what we really need in society are leaders who are not just ordinary radicals—but self-critical radicals with scientific training.

SOCIAL RECONSTRUCTION CHALLENGES  
THE SECONDARY SCHOOL

WILLIAM A. WETZEL,

Former Principal of Trenton Central High School.

I should like, Mr. President, to have a bit of time taken out for my address, in order to construct some kind of platform upon which an educator may stand to discuss this question. I feel that I should make that statement in the light of what was said this morning.

I was a bit lost after the address this morning to know just where the educator came in. Different institutions were mentioned,—the church, the home, the community. I waited expectantly to hear the word, "school". When I didn't hear the word "school", I was reminded of a story that used to be told about Colonel Ethan Allen, who was said to have been an atheist. When he returned to his native State of Vermont after the American Revolution, his good neighbors thought that they should convert him. And so one day they tipped off the parson and said, "On a certain Sunday, we are going to bring Ethan to church, and we want you to preach an appropriate sermon". When the day came, the parson began to tell what the Lord had done for the troops at Valley Forge, what the Lord had done for the troops at Trenton, and finally what the Lord had done for the troops at Ticonderoga and Crown Point. That was a little too much for the old colonel, and he stood up and said, "Parson, do you mind just saying that Ethan Allen was there?" I thought it would have been proper to say that the school at least was in the list.

When one says that human nature cannot be changed that touches a sensitive nerve on the part of the schoolmaster. It undoubtedly is true that original, inherited human nature changes very slowly, but certainly from any point of view of human nature that a schoolmaster can accept, human nature not only can be changed; it is being changed all the time. Mussolini is doing it in Italy. Stalin has been doing it in Russia.

This is what has often given me confidence in the belief that human nature can be radically changed to fit into a democratic society. If, in the name of religion, men can be taught to revere



the excrement of sacred bulls, it should be possible to raise a race of people filled with the milk of human kindness and brotherly love. It is a good target for a schoolmaster to shoot at, at any rate.

The terms, "family", "tribe", "clan", may not be as old as the term "cave man", but they are hoary with age and they testify to the social side of man's nature. And the minute you concede that, you have to redefine selfishness. Selfishness isn't always to be defined in the terms of the prayer, "Lord, bless me and my wife, my son John and his wife, us four and no more". It can be so extended as to include the community, and possibly in the course of time the human race.

Much of education is in the nature of conserving the past. No educator can allow to go unchallenged the statement that conservatives have no place in the world, that it is our business to kill them off as fast as we can. At anyrate, I don't think that we want to kill them off as fast as we can. My observation has been that people who spend too much time killing off conservatives are the people that often sing the song, "I don't know where I'm going, but I'm on my way". And it is the business of the schoolmaster to try in the light of the past to point out the way.

In a twenty minute paper (which was the time limit set), to say anything worth while on the challenge that social reconstruction presents to the secondary school, is a difficult task. I have preferred to address my remarks primarily to the secondary school principal, because among the secondary school people who are here, I suspect a majority are principals.

The solution to any problem involves the questions, what, how, and to what extent, and in this paper I am going to discuss the professionalized secondary school principal.

What is a professionalized secondary school principal? In many respects there is an analogy between medicine and education. What is a professionalized doctor? He is not a quack, a boastful pretender to medical skill, a medical charlatan, an ignorant or dishonest practitioner, following a simple empiric system of treatment of disease. A professionalized doctor is one who possesses medical skill (based on thorough knowledge), a learned and honest practitioner who does not follow an empiric system of treatment of disease, but practices a theory based on scientific knowledge.



What is a professionalized principal? He is not a quack, nor an ignorant or dishonest practitioner, but an honest, intelligent administrator who does not follow a simple empiric system but practices a theory of education based on scientific knowledge.

The truth, a desire to know the truth, the extent to which one has mastered the truth, these things loom large in the make-up of a professionalized individual. What ever else he may be, he is a man of scholarly attainments.

Why is this problem before us today? It is rather strange that in the year in which we celebrated the tercentenary of secondary education in the United States, we should still be considering so fundamental a factor as the professionalized principal. The fact is that the task of administering a modern secondary school in a more or less unstable democracy has become so complicated that ignorance, pretense, and simple, easy going empiric systems can no longer keep the machine going. The general population in the United States increased two hundred percent in the last forty years, but the secondary school population increased two thousand percent in the same time. Many schools have received an increase of more than fifty percent in the last five years. To educate this heterogeneous mass of pupils differing widely in social background, nationality, needs and capacities requires a professionalized principal.

We have always argued that there is a close relation between education and the social order, altho we have not yet taken the matter very seriously. I am reminded of a story which I heard some years ago of an Irish wake. The virtues of the deceased husband were being related. Finally the widow said, "Yes, Mike was a very fine husband. For twenty years, every Saturday night he brought me the pay envelope". And then she added, "Of course there never was nothing in it, but it was the principle of the thing that I admired." The time has come for us to do more than admire the principle of the thing with reference to an adjustment of education to a democratic order. Now our social order is in a jam, and we are checking our educational program to find out what education can do about it. The times demand a professionalized secondary school principal.

How can a man become a professionalized principal? It is often said that one of the chief functions of the principal is in the field of supervision. Possibly the distinction which I now make is

more facetious than profound. With the non-professionalized principal the emphasis is on the *super*, with the professionalized principal it is on *vision*.

The first requirement of the professionalized principal is vision. I think we have erred in the recent past in over-emphasizing the pedagogical side of the principal's training. The first requirement of the secondary school principal who is to be a factor in social reconstruction is not pedagogical vision but historic vision, without which there can be no adequate pedagogical vision. A knowledge of our social order looms large in the training of the secondary school principal.

The chief characteristic of our social order is that it is democratic, and the best definition of democracy for the school master is Bode's definition—a progressive humanization of the social order. This process of progressive humanization involves an understanding of how we have come to be what we are. Men still repeat the slogans of the democracy of the nineteenth century as if they expressed the democracy of the twentieth century. Prominent on the bookshelves of the secondary school principal, along side of the modern works of pedagogy should be the writings of Charles A. Beard, Stuart Chase, and James Truslow Adams, the report on Modern Social Trends by the Hoover Commission, and the publications of the Brookings Institute.

I often wonder why it is that school men are so anxious in trying to perform their duty in humanizing the social order, to get into the field of what are called controversial questions. We lament the fact that controversial questions are forbidden to us. There is so much that can be done and should be done that isn't at all in the controversial field. There is nothing controversial about the distinction between wealth and income. There are many people today discussing blue sky schemes of reform which show that they haven't the elementary knowledge of economics that would distinguish between wealth and income.

There is nothing controversial about the laws of trade which teach us that selling implies buying, that debts created by sending goods to Europe can be paid only by the return of other goods to the United States. If the American people had understood this elementary principle, we should not have thrown across the Atlantic Ocean in the last fifteen years enough money (the bulk of which

will never come back) to pay all the expenses of the entire public school system in the United States for a period of five years.

The State of New Jersey is today burdened with a tremendous debt. Less than twenty years ago, we didn't have a dollar of debt. If the schools of New Jersey had raised a race of people that had understood in elementary form the nature of bonds, sinking funds, interest charges and so on, I doubt whether today we would be suffering with a debt of approximately \$200,000,000.

The professionalized principal of a secondary school in a democracy must be hopelessly and incurably democratic. He must be sympathetic toward the people in their weaknesses as well as in their strength. A fool law on the statute books is simply a challenge to educate a more intelligent class of citizens. He must understand clearly the function of the majority in the law making process, and the vital necessity of freedom of speech, in order that an intelligent minority may constantly become an active majority. This is the very essence of the progressive humanization of the social order. He must understand clearly the meaning of *due process of law* in a democracy. There need be no bullets where ballots are respected. It is a significant fact that extreme radicals who would overthrow our democratic institutions seldom have an ancestry of two generations in America.

The professionalized principal will see clearly his relation and the relation of his school to the social order. Here again there is an analogy between education and medicine. The teacher in both the medical school and the secondary school reaches society thru the second generation. The professionalized principal is an educator and not a reformer. This not only does not hamper him, it strengthens him in the exercise of his proper function of humanizing the social order.

In addition to historic vision the professionalized principal needs a pedagogic vision, based on solid, vital, and sequential courses in education. He does not have time for vain repetitions in the multiplicity of overlapping courses in education. It would clarify the situation if schools of education would keep clearly in mind three distinct functions, the training of experts in the field of research, the training of teachers, and the training of principals. The professionalized principal must know the elements of research. He must know the high spots in the achievements of research and how

to apply the findings of research scholars to his school. In the main, however, he will build his training as a principal on his training as a teacher.

His training must give him a definite philosophy of education permeated by the spirit of democracy. He must see the need of a democratic school in training citizens for a democracy—a school which rests on opportunity, initiative, responsibility and cooperation as its cornerstones, and which has fraternal service as its capstone.

The second need of the professionalized principal is courage to galvanize his vision into action, not, however, the kind of courage that was described to me some time ago. The story runs that during the Great War, Wild Bill Donovan's regiment had been ordered into action, and a young Irishman in charge of a corporal's squad was anxious that his squad give a good account of themselves. So the story runs, he lined them up and addressed them on the importance of performing their duty, and finally he said, "Will youse fight or will youse run?" And to a man they yelled, "We will". And he answered, "I thought you would". The High School principal needs a reasoned courage. He needs not only intelligence, but an emotionalized intelligence, that will not only show him the way but put him on his way. The complaint of schoolmen today is that they are being deprived of academic freedom. The principal with vision and courage will have all the academic freedom that he can exercise.

I offer three suggestions that may be helpful to bolster up the courage of secondary school principals.

(1) I suggest that they keep daily before them the following injunction, whatever is pedagogically vital must be made administratively possible. It removes the alibi too often offered that while the good of the school demands a certain procedure, the schedule will not allow it. The school principal is under obligations not only to administer his school, but to administer it according to the dictates of truth.

(2) Another motto that will be helpful in overcoming a natural inertia is one that Edward Bok constantly kept on his desk: "Something difficult is something to overcome."

(3) In the third place, the high school principal should not only begin promptly to do what the truth of the situation demands,

but he should just as promptly cease doing anything that no longer is supported by the truth.

If for example he has discovered that English composition can no longer be defined in terms of number of years in school, that there is in fact no tenth, or eleventh or twelfth grade composition, because of the heterogeneity of the student body, he should at once discontinue classifying pupils in tenth or eleventh or twelfth grade groups. But this principle has a much wider application in the academic field in both the junior and the senior school. Men ridicule the illiterate farmer for planting his corn when the moon "pints up," but we too follow the phases of the moon in trying to measure school progress in terms of clock hours. The improved methods of unit organization of subject matter and of measuring achievements make this ancient custom intolerable and inexcusable. The natural outcome of this procedure is all too evident. It reduces the accomplishments of all to the common level of mediocrity, or worse still, it may actually repress intelligence.

Questioning the wisdom of continuing false practices will also involve all the rigmarole of administering ratings which have no scientific value because of their subjective character.

The basis of professionalism for the schoolmaster lies in his vision and his courage; an historic vision which will orient him and his school in our social order, a pedagogic vision which will show him this goal, and a courage to act in accordance with his vision.

Finally to what extent is a man a professionalized principal? The answer is, to the extent that he applies theory resting on scientific knowledge to his job. His acts are his yard stick.

He should at least match the scientific attitude of a country miller of fifty years ago. First of all the miller planned and built a mill to grind various kinds of grain for various purposes. He knew when he was grinding number one Northern spring wheat or Kansas winter wheat, or a mixture of the two, and why. He knew the size of the mesh of the bolting cloth on every reel in his mill. He knew what percent of his product was grade A flour and what percent was run into the bran bin. He read his milling journals for new ideas and experimented with new methods.

The analogy between the miller and the schoolmaster holds in a number of respects. I can follow only two of them. What kind of wheat is the principal running thru his mill? Too frequently it

is a heterogeneous ungraded mass of Duluth spring wheat, Kansas winter, and local farmers' screenings containing a liberal mixture of gravel stones.

For the principal the most significant change in his school population is not in racial or social background, or even in pupils' needs, but in the wide range of capacity for an education, because the capacity for an education conditions both the purpose and the process of the educational program. The principal who begins to fit an educational program to individual pupil ability without first taking some scientific steps to measure the ability has not yet begun to think in terms of professional conduct.

The miller tested his daily run of flour. Pupil ratings which are at least an approximate scientific measure of pupil accomplishment are indispensable in a modern high school. A simple test is that the same quality of work shall draw approximately the same rating regardless of who the pupil or the teacher may be. When I think of a high school principal seriously collecting his subjective ratings, recording them, graphing them for the board of education, and administering them as if they really were what they pretended to be, I think of the Napoleon of the play. The chief character of the play was a harmless character who had escaped from a state institution and who suffered under the delusion that he was Napoleon. His grandiose antics were most amusing. The only difference between the two characters is that in the Napoleon of the play it was comedy, in the Napoleon of the school it is tragedy.

The professionalized principal is a man who has a plan of education based on a consistent educational theory and who undertakes to execute his program according to scientific procedure.

It is said that the ancient Archimedes when he discovered the law of the lever exclaimed, "Give me a place to stand and I will move the world. The professionalized schoolmaster is the modern Archimedes. His place to stand is his democratic school. His fulcrum is his vision of his job. His lever is his skill, his courage, his emotionalized intelligence. With these three and only with these three can he meet the challenge of social reconstruction and lift his world to a higher plane. When these three elements are found in the secondary school, Bode's conception of a democracy, the progressive humanization of society will come true.

## DISCUSSION

DR. WILSON FARRAND,  
Princeton University.

If I understand Dr. Wetzel's paper aright, the way to meet the challenge of social reconstruction is to provide the right sort of principals for our schools. That is a challenge to any head of a school, and it throws a tremendous responsibility on him. My feeling about this whole matter is that it is asking a good deal of the secondary school really to fit its pupils to bring about social reconstruction.

In the address of this morning we had very clearly indicated what a tremendous problem this social reconstruction is, how little can be done off hand, how it involves long periods of time, and is a matter of slow development. The longer I have studied the matter, the more clearly I have come to believe that the school can do very little to teach our youngsters what the new social order is to be, or how the change is to be brought about. Probably Dr. Wetzel is right in saying that the secret of the matter lies primarily in having the right sort of head of the school, for he seems to recognize the fact that what we can do best is not to teach our young people what we think the new social order is to be, but to do our best to turn out a set of pupils who will be clear headed and open-minded, with as much knowledge of our social system and of the social sciences as boys and girls in their teens can assimilate. So trained they will be better able to solve the social problems that will face them as adults than we can teach them now what the solution ought to be.



## HOW CAN HIGHER EDUCATION CONTRIBUTE TO SOCIAL RECONSTRUCTION?

JAMES L. McCONAUGHY,  
President Wesleyan University.

This subject awes me. Quite frankly, it awed me when my good friend, your genial President, assigned it to me in the first place, and it awes me very much more after hearing the thought-provoking, perhaps a bit disturbing, certainly stimulating, address of this morning.

To discuss adequately the topic before you this afternoon would require greater experience and greater erudition and greater educational philosophy than I possess. The only thing that I can do is to speak to you rather frankly and quite personally, perhaps a bit simply and tritely. Certainly in what I say this afternoon I speak only for myself. I have the rare privilege of enjoying your hospitality, as I come as a fraternal delegate from our New England Association. The last thing that I would imply is that in what I say this afternoon on this awesome topic, I am in any way representing that Association.

I shall make four comments this afternoon on this topic, the first general and the other three specific. In the first place, I believe we may make a contribution in higher education by frankly recognizing our position today in American society. Colleges started as monasteries a thousand or more years ago. When your fathers and mine went to college there were still some vestigial remnants of the monastic type of training. When you and I went to college, they were still very largely sheltered institutions, taking only a selected part of the youth of the land, most of whom were in college as a preparation for later life in one of the so-called learned professions. Now that is all changed.

The story is told of a rather cynical Englishman a number of years ago, who, recognizing that America boasted of her materialistic successes, asked Ambassador Choate what America's biggest industry was, and Ambassador Choate surprised him by saying in response, "Her schools". He could not then have said "Her colleges and universities," but that statement would almost be true today, for



higher education in this land of ours is one of our major industries, and we should face it frankly.

Roughly speaking, there are today a million American students in institutions of higher learning. The public pays for the support of those institutions approximately \$2,500,000,000 a year in taxation, and through the privately supported institutions another \$500,000,000 is poured in. A \$3,000,000,000 business is a major industry. In forty years, the number of our colleges and universities has trebled, the number of our college and university students has increased twenty times, and the amount of money that the American public is paying for higher education has increased fifty fold.

You are aware in this part of the country, as we are to a slight extent in New England, of the significant growth of the junior college. It is rather amazing for people in the East to find out the degree to which in other parts of the country this form of higher education has been accepted by the public as one of its financial responsibilities. I was told the other day that in a Middle Western state there have been established so many junior colleges that the legislature at its last session passed a law saying that a community must have a population of at least 1500 before it could establish a public junior college! I learned at the same time that in another state farther west, 50% of all the boys and girls of college age, with an I. Q. of 80 or lower—I repeat, an I. Q. of 80 or lower—are at the present time enrolled in institutions of so-called higher learning. These facts certainly suggest what perhaps some of us here in the East have not fully grasped, that the American public is determined that higher education shall not be the privilege of the few, but shall welcome every boy or girl who really wants or cares for it. So I suggest that whether we are eastern or western, we might very well recognize at the outset that we are a part of a major industry here in America. We are "big time".

As a result, certain things happen that are exceedingly pleasant, and some things happen that are rather disturbing. In the first place, we are in the limelight. We figure in the movies, we figure on the radio, we figure in books, we figure in newspapers. The public at large is interested in what is going on in American colleges and universities. Our football stadiums provide the substitute for the great gladiatorial games of the Romans, and everything that pertains to college life today has a publicity value that is entirely

foreign to higher educational institutions in other lands, or to us in days gone by. President Chase, of New York University, in his Annual Report, was quite correct when he said that on Mondays, Wednesdays and Fridays the universities find themselves pilloried as parasites on the capitalistic order, and on Tuesdays, Thursdays and Saturdays as outposts of Moscow, while on Sundays the decline of religion within their student body is lamented. Whether we care to rant about it or to be amused at it or to face it frankly, we are in the limelight.

In the second place, we are on the political map. Again, it isn't from every standpoint an asset, but it is true. Never again will the yellow journalists try to prevent a man from becoming President of the United States by referring to him all the time as "Professor Wilson." Whether you are one of those who believe in the brain trust, or one of those who talk satirically about the "hot dogs" makes no difference. The college professor and the institution from which he has come have gained a place in all political thinking in our land. When a charlatan can win to his political platform thousands of people by blithely promising to give their boys and girls a free educational opportunity in college or university, you have got a situation that is different from anything that we were talking about even fifteen months ago.

A third consequence of the position that our colleges and universities now occupy in the social order is that people who are paying three billion dollars for their support think, perhaps with good reason, that they have a right to criticize the way in which we spend this money. Institutions of higher learning, under tax support, have in the last few years gone through the experience of curtailed appropriations. They have found that the state legislature is extremely anxious to see how the money which it appropriates is actually being used. Legislatures have proposed forms of taxation upon private institutions of higher learning. A Middle Western state had a bill proposed and seriously considered which, if passed, would have wiped out every privately supported institution of higher learning in that state.

A fourth possible consequence of this limelight which we now occupy in American life is the fact that the government is rather interested in us. Washington tried his level best to get the government interested in the establishment of a higher institution of learning

at the capital, and he failed. That was not looked upon as something that the government should concern itself with in those days. Times have changed. Whether you are pro-F. D. R. or anti-F. D. R. makes very little difference. There are events transpiring now which show an attitude toward our higher institutions of learning on the part of the government absolutely different from anything that we have experienced in the past. Whether any of the sponsors of the original NRA dreamed that it might be applied to the colleges and universities (as there were certain indications), with the result that a great many of the weaker, weaker financially at least, institutions would have been wiped out,—whether or not that is true, there are at least implications of it. Whether you find yourself that the FERA program and the NYA projects are carried out in your state and in your institution without any element of interference at all with your own freedom—as I do—or not, the fact remains that we have a government relationship that we never had in the past. President Angell, speaking at Berkeley a few months ago, said that we should all be well advised to think frankly of the possibility—a tendency, he called it—of our national government to put first elementary and possibly ultimately higher education under its general control. President Dodds, in his very stimulating Annual Report which came out from Princeton the other day, apparently felt this when he said, “Education must not become a state monopoly”.

We here in the eastern part of the country can not easily realize how far state and national interest and interference with higher educational institutions will go. May I remind you that for the first time in our history a state legislature in a Middle Western state a few months ago appointed a committee to examine and investigate a privately controlled university. Although the result of that was an entire exoneration of President Hutchins and his colleagues, it is an event which at least is worth noting.

And finally you would certainly not expect a college president to speak from this platform at this particular time about the position we occupy in life today, without saying something about the attempt of the state to control teachers through the so-called oath bills. Every college president has to refer to this in these days; he has to mention it in his Annual Report. You are well aware, I am sure, that twenty-one states today have such bills,—different terms in different places,—but in general imposing an oath of allegiance to the state

and national constitution, for a teacher in a public or private institution who intends to hold his job. Many of you are aware that seven such were passed last year, two in the region represented by this Association. You are also aware, I am sure, that last year two governors in states in your region publicly opposed such oaths, and that they were two of the seven states (Connecticut being another) in which this effort for so-called control of the loyalty of teachers was defeated.

Now I am sure I am with you, whatever educational position you occupy, when I say that all of us would welcome joining with others who have responsibility for moulding thought in young life, in supporting an oath, but that we do object to an oath which is a discriminatory oath. I should like a teacher's oath like the doctor's oath of Hippocrates, something that one could be proud of. But when a legislature passes an oath with the very strong implication that this is imposed upon me because I am disloyal, and also with the asinine thought behind it that by imposing this oath I will become loyal, then I resent it. I am very sure that we all regret this tendency, which is largely the result of rather self-righteous busybodies of various types and organizations, (some of whom are descendants of those who fought for our country, and others of whom are those who themselves fought for our land)—whatever the source of this agitation, I rue it; it is something that we should frankly recognize as a very definite factor of the relationship between the school and social reconstruction today. President Bowman said the other day at Johns Hopkins, "Confident of their strength, forces are gathering to push still further the intolerance against which Jefferson warned the people of his day. The assault is upon one of our principles of which we should be proudest, essential freedom within the Constitution."

Yes, ladies and gentlemen, those of us who have anything to do with the job of higher education, whether we are teaching or whether we are parents of lads or girls, find that the situation is entirely different from that of a few short years ago.

But all of that, you may say, is rather vague and intangible. May I then add three specific suggestions of what it seems to me the university or the college may do in order to make its contribution to the problems of society today.

In the first place, I think we should very vigorously say that

our primary responsibility—is that of teaching and studying and investigation. You are all aware that the institutions of higher learning in almost all except a very small number of countries in the world have ceased to be institutions of study and learning and investigation. They have become institutions of propaganda, institutions in which the professors are nothing but puppets controlled entirely by the dictatorial powers controlling the government. If there is anything for which the higher institutions of learning in this country stand, it is freedom of thought and freedom of investigation. Justice Holmes uses the delightful phrase of “free trade in ideas,” which he says is the supreme example of free trade, that never should be curbed. Have you read his inspiring book (and I think it ought to be part of the education of anyone who tries to make a contribution to reconstruction in these days) “Dissenting Opinions”? There you get material to make you think. Speaking frankly and personally, may I say quite categorically that I do not believe the responsibility of the college or the school is to indoctrinate its pupils in any way, shape or fashion? I quite recognize that in the last few years and even months, some of our most thoughtful and ablest leaders in both school and college fields have held that the only chance for a remade America is that the school and the school teacher, and the college and the college teacher should so indoctrinate those who are its pupils that thereby will come the New America of which they dream. I may be exceedingly old-fashioned; I may be the kind of conservative who has been spoken of from this platform before today; but I do not consider that to be the function of the school or the college. I refuse to make the class I try to teach a propaganda proposition. I view with more than alarm the possibility that there may be in any of our schools, (in the schools, for instance, in the capital of our country, and if true of the schools, then also of the colleges there), that a teacher cannot honestly discuss the method of government whereby the greatest nation of the world today in population, is ruled. We need more objective and less wishful propaganda type of thinking and teaching on these matters. There are men on the faculty of the college that I have the privilege of serving whose political views and whose social views differ from mine, but I would call it a most arbitrary, un-American misuse of my power and my responsibility in any way to dictate what their views should be, so long as they are competent, so long

as they are honest, so long as they are operating in a field in which they have the right to be considered authorities.

I dare say that Mr. Aubrey Williams is carrying on the activities of the National Youth Administration splendidly, but I must record my regret and my very vigorous dissent when I find him saying to the teachers of a nearby state: "Professional and intellectual honesty demand that you tell your pupils that 75% of our people must live below the standard of decency; that nearly half the national wealth is concentrated in the hands of 2% of the people; that millions now unemployed will never find jobs again; that their chances of gaining economic freedom are stacked four to one against them." I do not agree, first because I do not think the quoted statements are correct. There are difficulties today, God knows. And yet if one compares the situation in this land, tragic as it is, with that in other lands,—the standard of living, the opportunities in this land with the situation in our own land not many a decade ago—one can not, be quite the prophet of despair suggested by this statement of Mr. Williams. And in the second place, even if it were true, I do not believe that it is the responsibility of the school or college teacher to disseminate these doctrines in his classroom. There are other things which it is just as essential to give as parts of the picture. To tell one side only, without telling the other side, seems to me to be a distortion of complete truth.

The second specific thing that I suggest we may be able to do is to defend our dual plan of higher education; institutions publicly controlled and privately controlled, institutions publicly supported and privately supported. In this we are unique; until my two months in England last spring, I did not realize that we are practically the only people in the world having a dual system of higher education. Oxford and Cambridge, Eton and Harrow, are under the control of Parliament in England. They are financed in part by Parliamentary grants. If they want to change their procedures, a Parliamentary Commission is appointed. If they want to determine when professors shall retire, it is Parliament which makes the ultimate decision. We have here in this land, and in this land alone, a system of splendidly supported public institutions of higher learning and privately supported institutions of higher learning, and I should deprecate any financial situations, tax bills, or religious propaganda that would deprive us of that balance. I think we here



in America, for instance, would be very greatly impoverished educationally if there should be any thought (and I do not suggest that there is) of having here in America the situation of Germany and Mexico, where the schools and colleges of a great church have been forbidden to operate. But I do suggest that whether your particular interest and allegiance at the time be with the privately or the publicly supported institution, something should be said, particularly in days of financial pressure, about seeing that we conserve this unique characteristic. May I give it to you in the words of President Dodds in that same Report which came from Princeton? He says, "The totalitarian state bends its educational system to its purposes as ruthlessly as it deals with hostile political parties. Today totalitarian doctrines are swaying large portions of the civilized world. Among the finest of our free institutions and most resistive to political domination are our privately supported colleges and universities. In them the free play of thought finds its most favorable environment. Because they can afford to entertain conflicting viewpoints soberly and objectively, their tendency is toward social balance and orderly growth. In addition to motive power, they provide in a politically confused society a balance wheel which no state controlled institution can supply. From the nature of their individual circumstances, private colleges and universities as a class are in a better position to pioneer toward higher standards of learning and more effective methods of teaching than those dependent upon state or local taxation. America needs both types of institution, but it is imperative at this time, when the ravages of the depression have left our citizens so dependent upon the State, that we conserve and advance the position of our privately endowed institutions of learning as pioneers in ideas of which the state institutions and the state itself, as well as society generally, are ultimately to be the beneficiaries."

Finally, I believe we can make a contribution in our institutions of higher learning to the present social reconstruction, by stopping the heckling of our undergraduates. I am extremely tired of the charges of disloyalty that are being hurled from certain places at the American undergraduates. The American students as a group are not red. I would say that there is no group in American life today more thoughtfully loyal to America than they. If democracy is to persist here, the college boys and girls of today will, as citizens

tomorrow, deserve the credit. Politicians and newspaper magnates who denounce American teachers and students are a far greater menace. Education has made America great. Free schools and colleges and free teachers and free, unheckled students are the best insurance for the future of America. College and university administrators can be trusted to eliminate the teachers who misuse their positions and the students who misuse their opportunities. These represent less than one tenth of one percent of the million who are working on American college campuses today. There is no group in America of whose American loyalty "99.44% pure" can, I think, be more truly said. That is why I despise the activities of a great newspaper magnate who sends spies into classrooms in institutions represented in your membership, in order to try "to get something" on college professors and college students. That is why I regret the attitude of my friend, the Honorable Hamilton Fish, Jr., who after spending an hour and a half on a college campus which I know rather well, saw fit to place that institution in his famous list of the ten reddest colleges and universities in the country.

It is news when a half-dozen or more Vassar girls go a few miles away from the campus to join a picket line. It is news when some boys go from my college or yours to join for one day a picket line in a strike. It is not news, and you and the public do not know of it, when 95% or more of the undergraduates hold that that is not the best way to try to solve a labor problem, and that it is not the best way to carry on one's activities when one is an undergraduate in an American college. No, that's not news. The first gets in the headlines, but the second doesn't.

I am firmly convinced of the fundamental loyalty of American college boys and girls. They are thinking, God be thanked. When we were in college we didn't, many of us, think about the condition of our country and its future. I would rather, and so would you, have a college lad or a college lass who really honestly thinks, even although sometimes their conclusions may lead to a course of action and an attitude that is disturbing to parents and to institutional administrators, than one who accepts it all in the meek and mild way that most of us did when we were in college.

And so I haven't said very much to you this afternoon about possible programs of reform. After all, I feel that the fundamental contribution that we make—and it is true of most things in life—is



in doing our job just as well as we can. Not in becoming propagandists, but in doing our everyday job just as well as possible. After all, there is plenty of challenge, if you want that word, in the job of trying to so influence boys and girls of the college age that they may be more useful and thoughtful citizens today and tomorrow.

A very famous and thoughtful English economist spoke at the commencement exercises of one of the universities in your membership last June, about what a diploma really means; he said, "The diploma ought to have on it a sort of a postscript, and it really ought to mean, if we have accomplished the thing for which we are working, that the interpretation of this lad's diploma as he receives it on a June day would be something like this: 'This is to certify that James T. Johnson is qualified to act as a citizen of the world. He has a balanced judgment and the habit of weighing evidence. He knows the peril of easy solutions. He sees through quacks. He is a judge of man. He knows that the selfish interest defeats itself. He considers the future as well as the present advantage. He knows that the faraway is as important as the close at hand. He has the fear of the Lord, which is the beginning of wisdom.'" You and I can make a very real contribution to the America which is to be, by doing our job, particularly if we view it in that spirit.

## DISCUSSION

PRESIDENT FREDERICK C. FERRY (Hamilton College):

Mr. President, I found the address of the morning of great interest, but it left me very discouraged. I wonder whether perhaps it suggested that we would be wise to follow the advice of Stephen Leacock, who said recently down here that he felt that the American universities and colleges should follow the example of the National Administration by giving degrees henceforth to those who completely refrain from study. And a professor to whom I suggested that method said, "We are doing that already."

But I wonder about those conservatives. I suspect that I may perhaps be one of them, and I would be so sorry to have them all abolished. Among my friends it is the conservative ones that I like best for I know where they are to be found, and there is great comfort in that; whereas so many of my radical friends seem to me like the Westerner who mounted his horse and rode away swiftly in all directions at once, without much likelihood of arriving at any desired goal.

There is a girls' school which has in its catalogue this statement: "This school rejects no method and no subject simply because it is old, and this school adopts no new method and no new subject simply because it is new." From that standpoint, I am a conservative.

A little while ago, Alexander Woolcott, whom we all delight to hear over the air, said, "If I had \$1,000,000 to give to some college, I wonder to what college I would give it? Would I give it to my own alma mater? No, fond as I am of my alma mater, I would not give the \$1,000,000 to it, but would give it to that college if I could find it, which is teaching no subject that ever was taught before, and is using no method that ever was used before." I don't suppose he had the \$1,000,000, but at any rate he couldn't find such an institution. But of course that sort of thing is in the air. It is the new experiment whose chief claim is too often only its novelty which can get favorable assistance from the great foundations.

But I am feeling much better this afternoon, because we heard from Dr. Wetzel about "vision" and "courage," and I am feeling still

better since we heard from Dr. McConaughy of the hope that still exists in sound education.

I wonder if we ought not to give much thought to the fact that these undergraduates who are in college now have never known a happy period of this great country? They were born in the days of the war. And all the years that they have lived have been attended by ever so much of difficulty and trouble. It was one of them who said to me the other day, that things were so bad, and the outlook was so dark that he would like much better to be sixty than twenty. Not many of them feel that way. Most of them have the hope, the ambition, the confidence peculiar to youth, and it is our great privilege to give them such courage and such vision as shall make it possible for them to go on to save the future for us, because, if our future is to be saved, they will have to do it. We should manage to stimulate them, and to encourage them.

You may remember that the young Americans who worked at the building of the Panama Canal, used to have a song which they sang together as they toiled under the hot sun, one stanza of which ran after this fashion:

“Got any rivers they say are uncrossable?  
Got any mountains you can’t tunnel through?  
We specialize in the wholly impossible,  
Doing the things that no man can do.”

It is for us to develop something of that fine American spirit in the college and the school if our future is to be safe.

I wonder if I may say something about New England that has contributed so beautifully here this afternoon? In 1792 or 1793, a group of men in Western Massachusetts petitioned the General Court of the Commonwealth for a charter for what is now Williams College. These men explained that they wished to place that institution away up in the corner of the state in order that it might be free from the enticements and allurements peculiar to seaport towns; and with no false modesty they added that they wished it located up there against the border of New York in order that they might extend their civilization to the adjoining state. It is not easy to persuade the Yankee of today to bring his civilization to the adjoining states, but we are very grateful to such a Yankee as McConaughy when he will come over here and give us so much that is worth while.

DR. FLETCHER DURELL (Lawrenceville School): The last speaker, Dr. McConaughy, presented his case so well that it doesn't seem possible to say much along that line, but may I say a word or two about what Dr. Wetzel said in his introductory remarks, concerning the address this morning?

That address was so masterly in its analysis and in its presentation that it perhaps is unduly convincing in some ways. While I agree with most that was said, it seemed to me that perhaps in two respects it might be improved upon—that it was too collectivistic and too pessimistic.

Now, we all know that social changes, changes in the social order where large bodies of men are concerned, must come very slowly and with great difficulty, but that is not true in regard to individuals. If you look down through history, there is no end of men who have experienced in their own inner life revolutionary changes almost in an instant. In our own experience as teachers, we have seen these radical changes where so to speak the heavens were opened and a new world was revealed to a pupil. And so perhaps in our own experience. So that it is possible to have these radical changes.

Take for instance a pack of wolves. What could be more savage than a pack of hungry wolves? And yet, in the course of a few thousand years those wolves have been evolved into the domestic dog, which is a synonym for fidelity and for affection. There is a dog lives with a family next door to me that is almost a nuisance, it is so affectionate. Now, if we can change a savage animal in that way, how much greater changes ought we to be able to make in human beings?

When the speaker this morning said that a change must come from the collective side first, I raise the question whether it can not come from the individual side. The field there is open. We can make these changes in individuals, but the problem is to cause these changed individuals to work together in organized ways. This is the key problem in every field—cooperation among nations, between capital and labor, among religious denominations.

Not long ago I read a statement by Dr. L. P. Jacks, editor of the Hibbard Journal, which is perhaps the leading philosophical journal of England, in which he said that cooperation is the most important art in the world, and it is also the most difficult art in

the world. Now, that set me to thinking as to whether there had ever been written any science of cooperation as such. There has been plenty written on the subject of cooperation with respect to selling societies and consumers' societies and so on. So I wrote down to the Congressional Library at Washington and asked them if any book had ever been written on the science of cooperation as such. The reference librarian down there refused to commit herself, and I judge that she assented that there was no such. She sent me back fourteen titles of books which give allusions, chapters or paragraphs on the subject. I have asked other librarians the same question but there is no such science that I can ascertain.

Here the world is publishing 100,000 volumes on various subjects each year. I don't know how many years that has been going on, and here the most important problem of all has never been touched.

So that I say that in our schools we can get a science of cooperation, not only inspire individual pupils, but teach them how to work together for high and noble and idealistic ends. Is not that the route on which we can work?

Now, looking over the fourteen titles that the reference librarian sent me, I made a great discovery, and that was in regard to the modernized and highly developed modern cooperative societies. These cooperative societies, developed in a modern way, have 30,000,000 members, and in smaller countries like Sweden and Denmark, they almost run the whole country. In many places, they are taking over political functions. One statement was made about a certain town in Switzerland where the head of the cooperative was also the mayor of the town. The cooperative society runs the courts and hospitals and medical service of different kinds, and performs most of the functions that are performed by a political state.

Now, then, in our own country, attempts have been made to introduce such cooperative societies, but we are too headlong, we are too careless, we don't prepare. So that I was much interested to learn recently that out in Wisconsin a law had been passed making the study of cooperation a required study in all the schools of the state. And within the last few months, a college has been started in California to train managers in these various cooperative enterprises which are taking over all sorts of educational, cultural, medical, and political functions.

Now, then, if as I say, we have this power of influencing individuals and can take hold of or help devise and help perfect this new social machinery, have we not here an outlook that is very hopeful for the future?

Hence I am an individualist. I believe that each man has a primary right, and even duty to live his own life in his own way. Some collectivism is of course often useful. But the burden of proof is on any proposed form or item of collective machinery.

As to the second of the two points raised by me at the beginning of my remarks, I want to say a word in favor of optimism as opposed to pessimism. I am an optimist and believe that the millenium will come. The cause of righteousness always has ultimately prevailed and always will. Idealism in time is going to master the vast new materialism which has recently been created and which at times seem about to overwhelm the whole world. Part of this machinery our new idealism will learn to dispense with, part of it idealism will transform and sublimite. As a whole the new materialism will be converted into a super servant.

Why should not the super-idealism which is now possible cooperate with this disciplined and harnessed new materialism to produce still higher results.

It is our privilege as teachers to have a part, perhaps the leading part, in this great work and process.

SATURDAY MORNING SESSION

(HEADMASTER ALLAN V. HEELY, Lawrenceville School, presiding)

PROBLEMS IN ARTICULATING AMERICAN  
SECONDARY AND HIGHER EDUCATION

DEAN ROBERT K. ROOT, Princeton University

When one makes a journey from this part of the country to the Far West, one normally takes a train from New York or Philadelphia as far as Chicago; there one has to leave the train, cross the city, and complete the journey in another train. At least two different railway companies have been responsible for the journey, and the responsibility of one company has ended before the other begins. From the standpoint of the railway officials, there are two separate journeys. For you or for me, when we make the journey, the shift in Chicago is a mere incident. We think of a single journey which we are making from New York or Philadelphia to Denver or to Wyoming—we will hope not to Reno. The change of trains, and even the crossing of the city at Chicago, is for us merely an incident which we do not very vividly remember. We are concerned with a single, unitary journey taking us to our destination.

Now, this analogy which I am suggesting is obviously one that can't be pushed all the way; but within limits I think it is a fair analogy of the progress of the individual student through school and then through college. Those of us who are met here this morning are concerned, some of us with the railway line which manages the earlier part of the journey, some with the railway line which manages the later part of the journey, and each is properly enough primarily concerned with the efficient running of one's own train, with the hope that not too many of our youthful passengers may tumble off in transit. But we should never forget, with our attention focused as it must be on our own particular responsibility, that from the standpoint of the pupil himself, it is a single journey, his education, directed towards the terminal point of his baccalaureate degree.

The school and college are eager to do a complete and well-rounded job for the student. But we are certainly all of us agreed—if we were not agreed we would not be present at such a conference as this this morning—that it is our absolutely inescapable duty to see



that the two journeys are coordinated, fused together into a single, well-rounded education of the individual student.

We are met together in somewhat the same way, perhaps, that officials of various railway lines may meet in conference to see that the schedules of trains are so arranged that the transfer at Chicago shall involve the minimum of delay, confusion, inconvenience, and loss of baggage.

Within the memory of many of us here, certainly within my memory, the attitude of the college towards the school was that of a rather arrogant overlord. The colleges prescribed with minute precision what the schoolboy or girl must have studied. They laid down, therefore, to the schools, certain very rigid requirements as to what the school must do to get its pupils into college. Within my memory, the individual colleges that demanded entrance examinations set each their own examinations, read their own papers, and though there was at times rather violent criticism after the fact from the schools that this individual examination paper had not been a fair test of what a schoolboy or girl might be expected to do, the protest came too late to be of any use.

All that is very different from the present arrangement in which the examining is done by a group of teachers representing equally the school and the college.

Out of that order of things, the phrase "preparatory school" grew up. It seems to me that that is an unhappy phrase. Still worse, the phrase which I think is now relatively obsolete, a "fitting school". It is certainly, by common agreement of all of us, a very different function which is performed by the secondary school. It is not merely fitting a boy to meet certain arbitrary requirements laid down by the college. If the school is still concerned, as of course it is, that its pupils shall qualify for admission to college, the college is equally concerned that its requirements shall not be of such a character as to discourage good pupils in good schools from seeking admission. If the school is still concerned, as it should be, with the record made by its graduates in the various colleges to which they go, the colleges are equally concerned to see that they in their turn do a good job by the boy or girl coming from the school. The college is very much disturbed if it finds that a student who has in school made consistently a fine record is not making a similar record in college. We do not say, "What is the matter with the school?"—we



say, "What is the matter with the pupil?" perhaps, but also, "What is the matter with us? Are we failing in our freshman curriculum to provide the type of study and the type of instruction which shall call forth the best efforts of the good pupil?" So that on both sides of the transfer point we are now trying, and trying our very best, to see that our boys and girls going from secondary school to college shall have a well-planned journey to their baccalaureate destination.

My topic, as it is phrased on the program, is to me a little appalling in its ambitious character. "Problems in Articulating American Secondary and Higher Education". That suggests, at least to me, a sweeping view of the whole situation, which I am in no position to take for you. When I was invited some months ago by your officers to speak at this session, what I agreed to do was merely to tell you of the attempts which my own university, Princeton, has been making in recent years to meet this problem of articulation and to tell you something of the degree of success which we think that we have achieved. I hope, then, that you will all understand that if what I say is limited to an account of what we do at Princeton, it is merely because that is what I am able to speak to you about.

I think that one of the primary functions of such a meeting as this is that of sharing experience, and we at Princeton have in recent years been setting ourselves very resolutely to the task of meeting this particular problem. Some years ago, we devised an arrangement for our upper class work which has worked, we think, well. We are still concerned to make it better, but that for the moment is resting and we are giving our best attention to the problems of the freshman year, and therefore of the articulation between college and school. We are determined if we possibly can do so, to make the most in freshman year as well as later, of the very fine human material which the schools are sending to us.

What I shall say about this problem of articulation will again be limited to a consideration of the scholastic aspects of it, and if I do that it is not because I think that that is the whole story. No one of us believes that the curriculum is the whole of our education. There are the adjustments of the more personal, more individual, perhaps we may say more human order, since a curriculum is a rather inhuman thing. That is an important story, and another story, and one which we are very much aware of and working at, but I shall speak this morning of the scholastic side of the matter.

Our problem at Princeton, first of all, is determined in part by the fact that we are operating on the basis of selective admission. We decide in advance the size of the class which we wish to admit, taking into account the numbers in the upper classes, and with a fixed goal as to the total undergraduate enrollment. We admit approximately 625 to 640 students in a normal year, and our concern therefore is not how many candidates we can get, but how we shall get within that limit of numbers those best qualified for the sort of training which we can give them at Princeton. And we wish to draw from schools of every type and variety, public high schools quite as much as private secondary schools, and to draw from schools in every section of the country, not merely from the area which this Association represents. We are very much more concerned that the students that we get shall be able, well trained students, rather than that they shall have studied precisely the subjects which we might ideally prefer. If we had everything in our own hands, I think we should say that there are certain subjects which we believe to be better than other subjects; but we realize that we could not, even if we wished to do so, enforce any such requirement without cutting off boys whom we are eager to welcome.

So we have moved steadily towards a more flexible type of entrance requirement, one which can be met, substantively at least, by any school in the country. The three units of English and three of Mathematics, through Geometry, are the only inescapable requirements. Six more units are made up of various combinations of Foreign Languages, Physics, Chemistry, more advanced Mathematics. Three remaining units are entirely free, and may be in any liberal subject in which the school offers systematic instruction. We hold the school responsible for the applicant's program of studies over and above the twelve required units; the school is free to work out that portion of the individual's schedule in any way it considers best adapted to his needs, and is at liberty to enrich the specified program by work in the social studies, fine arts or other fields. Princeton does not rigidly specify the amount or nature of the work; but it should be at least equivalent in quality and quantity to that formerly required for three elective units.

In increasing numbers, the schools are sending to us students who are not only adequately prepared to meet our requirements, so interpreted, but boys who in one or more subjects have gone much

further than the requirements that we lay down; and as that has increasingly happened with the steady improvement in the teaching in our secondary schools, we, like every other college, have been faced with the problem, what shall we do with the student that comes to us beyond the level of preparation which we set? It involves a certain amount of trouble, naturally. If we could have a completely standardized product and give a completely standardized curriculum, it would be very easy for us and very bad indeed for our students. The trouble that we spend in providing a more individual program is trouble very well spent.

We are not content, like the railway companies, to provide a merely standardized accommodation for our part of the journey; we have very definitely set it as our ideal that every student entering college shall be given an opportunity to do work of a character as advanced as his ability and attainments will permit. It follows, therefore, that one of our first problems is to size up our pupils to determine their schedules accordingly, and it is certainly desirable to do that before the hurried September days when the students appear upon the college campus. We are now able, in the case of the great majority of our students, to arrange a program of studies for them as early as April or May before they enter college. That means that it can be done at the school, under the advice of the school faculty, in consultation with our own office of admissions; and as far as possible, we try to send out to the schools a representative from our Bureau of Admissions to confer with the masters of the school as to what is the best program for that boy.

One device that we find very useful,—and this, like many of the other things I am speaking of, is not peculiar to us at Princeton—is what we call the converted school grade. Before the boy has taken his entrance examinations, we devise for him a predicted grade in terms of our own marking system, and we make that out by looking first of all at his relative standing in his school. If he is reported to us by the principal or headmaster of the school as standing, along in the spring of his last school year, No. 5 in a class of 150, or No. 57 in a class of 300, that is one factor that enters in, and the other factor is our experience as to the sort of work done at Princeton by boys from that particular school. That is revised steadily, year by year. It is determined on the basis of performance in the preceding five years. We do not publish the ratings of the schools, naturally,

but we have for our own purpose that other factor, and on the basis of that we predict for the student, before he has taken his entrance examinations, that as a freshman at Princeton he will have a standing within this scholastic group or that scholastic group, high in it or low in it. And it is interesting to find in experience that that prediction works extraordinarily well. We can tell more as to what sort of a scholastic record the student will make in his freshman year at Princeton from this predicted converted grade than we can from the College Entrance Board Examinations.

In the class of 1938, the present sophomore class of Princeton, last year there were only 12% of the class that fell appreciably below the predicted grade that we set for them. That, I think, is a rather high degree of success.

We use that, then, to determine the character of a student's freshman program. We use it to determine also, in the case of boys who are applicants for scholarships, which ones give the best promise of scholastic success. We also ask the school to certify to us, in the case of any of their better pupils, whether or not the preparation of the student, in the judgment of the school, has gone beyond the level of ordinary college preparation. And if the school certifies that besides passing, let us say, the entrance examination in English, the student has done an added year of work in English, or an added year of work in some foreign language, we take that—assuming that the school's recommendation is one that we have learned that we can trust—we take that at its full face value; if necessary, we even give an added entrance credit for this work, on which however we do not examine the pupil. So that a pupil may come in, if he needs the credit, with four units in English instead of the normal three, five units of Latin instead of the normal four, four units of a modern language, even though the examination that he takes is not more than the CP-3. That latter would be subject to a good grade in the College Entrance Board Examination.

A student, then, who is so certified to us, who is plainly a superior student, is put at once into a more advanced course in college in the subject concerned than is normally given to a freshman. In the present freshman class at Princeton, which numbers 625, there are 104 who are taking what we call sophomore English, 113 who are enrolled in sophomore courses in Foreign Languages, 14 in sophomore Latin, 33 in sophomore History. That is, then, advanced place-

ment in a subject pursued in school and continued in freshman year.

We go further than this in our advanced placement. Where this converted school grade indicates that we are dealing with a superior student, we will allow him in freshman year to study subjects which normally we think are beyond the range of freshmen. We put the boy, then, into subjects which other freshmen do not study at Princeton, and we do it in this fashion. If the converted school grade shows that the boy is predictively in the upper half of the class, we permit him to take one such subject. If his converted school grade is such as to indicate that he is roughly in the first 30% of the class, we will allow him to take as many advanced sophomore subjects as seems to the school and to our Bureau of Admissions appropriate for him.

Again, in the freshman class of 625, there are 25 who are taking Biology, which we regard as a sophomore subject, 94 taking sophomore Economics, 71 in Philosophy, 65 in Politics, 22 in Psychology.

To take these two forms of advanced placement together, in the present freshman class there are 196 boys who are taking one sophomore course, 79 who are taking two, 41 who are taking three, and 10 who are taking four. We have one boy who is taking five sophomore subjects. More than half, then, of the class, are taking at least one course of an advanced character, a course to which the student could not have been admitted five or ten years ago.

There is another, less gratifying, side to the picture. If we are to take the position that a boy shall be in a class as advanced as he is qualified for, we must logically recognize also that in some instances it is necessary to degrade a student. That happens most often in the case of the single unit subjects at entrance, where let us say school Physics or Chemistry may have been studied two or three years before the boy enters. We find in a few cases that the boy is not actually prepared to do the more advanced work in that subject which his entrance credits would presumably have prepared him for. If we find that the work is beyond his abilities, we put him down into a lower grade of college work, with no penalties, no deductions, no units that have got to be made up in some other fashion, taking the position that if we have admitted the student, we have admitted him to college work at Princeton without condition. I am glad to say that in the last year's class, the class of 1938, there were only twelve

individual cases where this pushing back had to be done, as compared with the very large number of cases of pushing forward.

Those of you here who are concerned with the college end of the journey will realize that we are making trouble for ourselves in knowing precisely what to do with some of these students as they go on through four years. They are out of step. They become, therefore, a problem.

The student may, if he is very good indeed and is taking chiefly sophomore courses in his freshman year, by doing sixteen semester hours of summer work qualify for his degree in three years. That would seem to be an attractive bargain,—and when we first offered the opportunity to very able students, we thought we were offering something that they were going to be very eager to take. We find that that is not true, that very few boys want to graduate in three years. There have been somewhat more during these very depressed years of the depression, but the number has not been large in any class. Apparently, the American boy, at least the boys who come to us at Princeton, think that they have four years of college coming to them.

We are therefore at the present time very much concerned on the Princeton campus. Committees are meeting and meeting again to devise a program for the upper class years which though it will lead only to the same degree of Bachelor of Arts, will recognize all the way through that a larger part of this boy's preliminary education has been done by the schools than is true in the average normal case.

I realize fully that these provisions which I have been recounting to you are not peculiar to Princeton. It is possible, however, that the particular combination of arrangements may not be duplicated anywhere else. I thought, as I said, that to tell you what we are doing was better than to try to give you a conspectus of all the colleges. These, then, are the chief attempts which we have made at Princeton to articulate the work of school and college, to see that the single railway journey is made with the greatest educational effectiveness.

In these attempts, we have had at every step of our program the very generous cooperation of the schools from which our students come. We believe that the attempts have been successful as far as they go. At least we find that the freshmen admitted to the sopho-

more courses are not a drag on those courses; they are in many instances a leaven, because the sophomore tends to be a somewhat blasé animal, and the freshman coming in with his freshness and less spoiled, sophisticated manner, tends to improve rather than to injure the sophomore work.

We are eager to go further. At the invitation of your officers, then, I have come to tell you what Princeton is doing, but I am here also to learn at this session what is being done elsewhere, and I hope to carry back with me the wisdom which such a session as this may disclose.



## A PROPOSAL FOR BETTER ARTICULATION BETWEEN SCHOOL AND COLLEGE

PROFESSOR OSCAR K. BUROS, Rutgers University

In 1930 and 1931, a number of the more active members of the Progressive Education Association were meeting together in discussion groups to ponder over the problem of generalizing progressive education at the secondary school level. These progressives were of the opinion that secondary schools were failing almost completely in their attempts at progressive education. This failure was not due to their lack of vision of what should constitute good high school education, for they seemed to be in general agreement as to the directions in which secondary education should go. Nevertheless, it was obvious that very little progress was being made in modernizing the education of high school boys and girls. Elementary schools and colleges appeared to be making profound changes in their curriculum materials, teaching methods, and organization. The frustration of the progressives was exemplified by Mr. Aikin's statement that there were "no truly progressive secondary schools, in spite of many attempts to create them."

The reason for the inappreciable progress being made by the secondary schools seemed simple enough to these progressive educators. The colleges were to blame. Efforts to make significant changes in secondary education seemed futile because of outmoded college-entrance requirements. In 1932, Mr. Aikin stated that "colleges still almost completely dominate the secondary school careers of those students who hope to go on with higher education." Dean McConn of Lehigh University was even more emphatic in his denunciation of the retarding influence of college-entrance requirements. According to Dean McConn

"... so long as these rigid requirements remain in force, the secondary schools in general, but particularly those schools which are specifically 'preparatory'—are tied hand and foot and simply cannot make any substantial changes in their curricula or teaching procedures."

Similar statements have been made so frequently, both in speech and in print, that they seem commonplaces to be regularly expected from secondary school principals whether the obstacle, in



so far as their own schools are concerned, is a real one or but a rationalization. However, there seems to be a unanimous agreement among specialists in secondary education that present college-entrance requirements are not functional and that they seriously retard educational reform. This viewpoint is consonant with the findings of the National Survey of Secondary Education. Numerous college officials are equally as dissatisfied with their present entrance requirements. The Progressive Education Association, after viewing these problems of articulation, initiated an important experiment with the hope of bringing about greater continuity in our educational programs.

In 1930, the Association created the Commission on the Relation of School and College with Wilford M. Aikin, at that time Director of the John Burroughs School, as chairman. In an early progress report, Mr. Aikin reported that the chief aim was to bring school and college together in a closer relationship including more satisfactory methods of selecting students for college. In May, 1932, the Commission presented to all accredited colleges and universities "A Proposal for Better Coordination of School and College Work." This proposal amounted to a request that the colleges allow approximately twenty secondary schools sufficient freedom from obstructive college-entrance requirements to permit the high schools to introduce truly progressive programs of education. Over two hundred and eighty colleges and universities approved this proposal. Specifically, the colleges agreed "to accept students under this plan (for a period of five years, beginning in 1936) without regard to the course and unit requirements now generally in force for all students, and without further examination."

A precise interpretation of the forementioned stipulation is difficult to determine from published reports of the Eight-Year Experimental Study. Obviously, it means that a student need not have in high school any particular subject such as mathematics or a foreign language for purposes of college admission. However, it seems reasonable to believe that a student would be denied admission into certain college curricula where a traditional unit of work, such as algebra, is an actual requisite and not merely an arbitrary requirement.

Colleges and universities agreed to select candidates from the experimental schools upon the basis of the following criteria:

First, "a recommendation from the principal of the co-

operating secondary school to the effect that the graduating student is possessed of the requisite general intelligence to carry on college work creditably; has well defined serious interests and purposes; has demonstrated ability to work successfully in one or more fields of study in which the college offers instruction."

Second, "a carefully recorded history of the student's school life and of his activities and interests, including results of various types of examinations and other evidence of the quality and quantity of the candidate's work, also scores on scholastic aptitude, achievement, and other diagnostic tests given by the schools during the secondary school course."

The original proposal specified that only high schools of highest character and excellence and established reputation would be admitted into the experiment. The thirty schools finally selected were judged as having the necessary funds, faculty personnel and interest, parental support, administrative leadership, and the readiness "to make a real contribution to the development and improvement of secondary education." Of the thirty high schools participating in the experiment, less than half are public schools. Their geographical distribution covers all parts of the United States excepting the South. The private school membership includes country day schools, boarding schools for girls, boarding schools for boys, and coeducational schools.

In September, 1933, most of the schools embarked upon their new programs. The Commission imposed no new restrictions to take the place of the discarded Carnegie units and entrance examinations. Each school was given unconditional freedom to reconstruct its educational program as it thought best. The faculty members in most of the schools felt that they had given the problem sufficient consideration that they knew reasonably well just what changes they would introduce in the fall of 1933. Other schools seemed embarrassed because they did not know how to make use of their new freedom. These schools hastily began studying the problem of what should constitute progressive education at the secondary level. Still other schools disavowed their intention of making changes more rapidly than had been their customary practice. It is very probable that many of the schools are making fewer or only partial changes

because of their uncertainty as to precisely what this college dispensation will actually mean when the first students enter college next fall. After the first graduating group of 1,000 students will have entered higher institutions in 1936, we may expect to see the educational programs in the thirty schools progressing at a more rapid rate, or possibly even retrogressing, depending upon the reception given these students by the colleges.

One criticism which can justly be made of the Eight-Year Experimental Study is the failure to provide more detailed information concerning the progress of its work in various areas. If the experiment is to justify the name and is to have a far-reaching reform on American education, the editorial suggestion made in the *School Review* should be carried over into practice. This editorial read

"In order that the maximum value from the whole program may be assured, it will be essential to adhere, as the proposal indicates, to careful experimental arrangements, to keep complete records of changes made and of ability and performance of students, and to interpret discriminately the large amount of evidence that will accumulate in the institutions participating."

At present, detailed reports are not available concerning the actual changes being made in the thirty schools. Undoubtedly, commendable changes are being made. We can be reasonably certain that teachers in most of these schools have been stimulated as never before. But there appears to be little evidence of radical departures from the work previously carried on in our best high schools. Moreover, the schools differ so much in their concepts of progressive education, that one member of the directing committee aptly described the study as constituting not one, but rather, thirty experiments. To me, it seems impossible that any one person could consider all thirty of the schools as being progressive. From the viewpoint of any one philosophy of education, some of the schools would have to be rated traditional or conservative. However, there is no doubt but that each school has some adherents who consider that school as typifying "sound progressive education."

Presumably, one of the most important aims of this Eight-Year Experimental Study is to pave the way for bringing about a better articulation between high school and college. Herein, I think the

Experiment is going to make its most significant contribution. This will or can be brought about in the following ways.

The mere setting up of the experiment was a strategic move in the direction of better articulation. Both high school and college officials have been stimulated to give greater consideration to bridging the proverbial gap between school and college. High school officials have been disarmed by the ready acceptance and hearty cooperation of the college officials. It seems inevitable but that this cooperative experiment will result in a greater state of readiness for attacking common problems of articulation. It can be confidently expected that the Eight-Year Experiment will stimulate similar experiments between schools and colleges in various parts of the nation. Already the University of California and the California State Department of Education have initiated a similar eight year experiment with twenty selected California schools. They propose to determine "the comparative merits of different types of high school curricula as bases for later success in both college and life."

At this Association's meeting last year, the late William John Cooper summarized the findings of the National Survey of Secondary Education on problems of articulation. Mr. Cooper stated "that the first and perhaps most important thing to be done in articulating high schools and colleges is to keep better records, especially in high schools." Now the original proposal between the schools and colleges in the Eight-Year Study stipulated that more adequate records would be presented to the colleges by the high schools. It is the hope of those in charge of the experiment that the new types of records will give colleges a better basis for selecting students than they have heretofore had. These new records are being planned not only for admittance purposes but also for student guidance following admission into college. The preparation of such records will have to be accompanied by a program to educate college officials to the most effective ways of using the new records for both purposes of admission and guidance. The Committee on Records and Reports, chaired by Mr. Eugene Randolph Smith, has been assisting the thirty schools in an advisory capacity to develop comprehensive records which will make possible a better articulation between school and college.

A third way in which better articulation is to be attained has grown out of the regional meetings of school and college represen-

tatives. Upon learning about the new developments among the thirty schools, many college deans have become impressed with the desirability of making similar changes in the first two years of college. In order to continue the good work initiated in the high schools, these college deans have asked for assistance in formulating a more progressive educational program for the students graduating from the thirty experimental schools. In response to this report, Mr. Aikin has announced that conferences will be held in the future to consider desirable changes to be made in the freshman and sophomore years. As a result of such conferences, we can confidently expect both high schools and colleges to make changes which will lead to a more continuous educational program in school and college.

Finally, there is a fourth way in which the Eight-Year Experiment will be instrumental in better articulating school and college. Higher institutions will be confronted with the task of selecting students without having recourse to the customary required patterns of Carnegie units and to the results from the College Entrance Board examinations. Consequently, the colleges will need to carefully ascertain the abilities and characteristics which should be possessed by its incoming students. This in turn, will stimulate each college to give greater consideration to a study of its own objectives and the kinds of students for which the college is prepared to render a service. From the viewpoint of better articulation, it is not enough that high schools provide colleges with extensive information concerning the educational experiences and growth of high school boys and girls. In addition, it is incumbent upon each college or university to provide high school officials and students with more detailed information about college objectives, courses, curricula, prerequisites, and the like. With such information available, we shall be in a position to follow the counsel of President Chase that "Universities and colleges must select students more intelligently in accord with their own particular programs and opportunities."

## SOLVING THE PROBLEM OF ARTICULATION (1)

REV. FRANCIS P. DONNELLY, S. J., Professor of English,  
Fordham University

America is still a new country. For its colonial period it had traditions transplanted from Europe, and those traditions were dominant in education. Now America prides itself on having broken with all traditions in education. One of the problems, arising from that rift with the past, is the problem of articulation. If that problem is to be solved, and I am afraid that the solution is well nigh impossible, a way to solve it may be found in a statement of the causes of disintegration.

In European tradition there were and are still three stages of education: the first of six years, furnishing pupils with everything necessary in information and in language to enable them to live in their environment; the second stage was also of six years, during which education centered upon the pupils and educated them for themselves; the third stage was the university stage, which prepared students for their life-work. Universities in Europe were at first strictly professional schools of law, medicine, divinity, and not an unlimited assemblage of heterogeneous subjects, such as American universities have come to be.

During the second stage, which corresponds to the German gymnasia, the French lycées and the English public schools, like Eton, Harrow, Stonyhurst, education centered upon the students and endeavored to make them good speakers and good writers. They wrote poetry and prose, history and essay. They wrote and acted plays; they delivered speeches. From the time of Isocrates and Plato and Aristotle, in the Rome of Cicero and Quintilian, throughout the middle ages in the Eastern Empire where Libanius taught Chrysostom and Basil and in the Western Empire where Ambrose taught Augustine, the art of composition was the major subject, training students for any life and for any profession. In that system there was unity, order, subordination, and no problem of disintegration such as confronts us.

Our problem of articulation is to give unity where there is division. What caused the multiple division which has come about in my life-time? When I entered Fordham fifty years ago there were

six years of grade and six years of secondary education, with one year of philosophy added before professional life. Now our students have had eight years of grade through a misinterpretation by Horace Mann of Germany's primary schools. Besides, the six years of secondary education have been cut in two, four years of high school and two years of college, to which have been added two years of philosophy. Elsewhere we have further division into junior and senior high schools and into junior and senior colleges. Four years are added to the course, and the original six years have been cut at three places.

Had the former major subject persisted, these divisions might not have lacked articulation, but various outside causes intervened to perscribe the subjects to be studied. All the professional schools shifted some of their work upon college and high school, and education had to become pre-professional.

Business of every kind and all the trades from the white-collars to the overalls followed professional schools. The place to learn a trade or business is in the trade or business, but labor will not tolerate apprentices, and business wants people already trained. You all have heard the cry, "There should be a law," prompted by the fond delusion that a law is automatic in its execution. A corresponding cry, "Why aren't they taught this in school?" betrays a like touching faith in the efficacy of programs. The expensive and futile multiplicity which gives us hundreds of subjects in high school and many more hundreds in college, will, it is fancied, supply us with trained laborers and expert traders. Education has become pre-trade and pre-business as it has become pre-professional.

Professions are many; trades and businesses are countless, but who will number the divisions of experimental science? I thought some years ago that education might center upon three fundamental sciences because they were based upon three fundamental realities, the indivisible atom for chemistry, the molecule for physics, the gene for biology. I was sadly mistaken. The atom, I am now told, has at least eight ingredients, and our old stand-by,  $H_2O$ , has a score of various kinds of molecules, differing by the isotopic condition, if that is the term, of the molecule. And as for genes, the only limit we can have to their multiplicity is to stop all research and prevent the invention of more delicate instruments of experimentation. The truth is that there is not and cannot be any limit to the divisions and



to the subjects which experimental science is daily introducing into education. The single ray of my physics course has become a host of rays with a specialists for each ray. Sciences have grown so multitudinous and exclusively specialized that their only integration and articulation is the term, science. How then can they be integrated with anything else?

With all of these factors operating on education and reducing it to the unity and consistency of mince-meat, the harassed educator turns for relief to educational psychology. Philosophy sees order in chaos, puts unity into multiplicity and evolves system from disconnected fragments. Alas, we are not helped by educational psychology! "The sanctity of the individual's gifts," has been elevated into a dogma, but what these gifts are and who knows them and how they are to be educated we are not told. We are, however, solemnly warned that even twins or quintuplets are not identical and are not to be all trained the same way.

Another educational dogma that there are no faculties seemed destined for a time to restrict our troubles. Of course, the so-called faculty philosophy was a mere unfounded assumption, a straw man, which was easily reduced to dust. It had no defenders because it never had any advocates, in the sense in which educational psychologists used the term. Our education, however, is somewhere when we sleep, and so the educational psychologists, having expelled faculties, brought in powers, capacities, factors, aptitudes and other synonymous varieties to carry our education while we are not using it. How many such elements are there? Seven years ago Dr. Pedro Orata, in his *Theory of Identical Elements*, was staggered by the variety of opinions. He found no less than one hundred and three elements. It is true that he and Dr. Rugg, quoted by him, tried to reduce the hundreds to three elements, called "ideational factors, attention factors and attitudinal factors," but will other psychologists agree? We might add, if we did not fear to be condemned as benighted adherents of ostracized faculties, that Dr. Rugg's "ideational, attention and attitudinal factors" sound suspiciously like understanding, memory and will. However that may be, it is clear that educational psychology does not unite, but it divides like all other experimental sciences.

Another source of division and of disintegration has been the introduction of university methods for students who have no uni-

versity status. A student in a professional school has within him a unifying and integrating principle and an impelling motive for election of subjects in his chosen life-work. He is properly orientated because he has an orient. Our college students, however, and our high school students have a horizon, but no fixed orient which will light for them their coming day. The specialist, the lecturer, the subject professor, electivism, all in place in a professional school, have been imposed upon college and high-schools. When a teacher or a tutor took several kindred subjects, as was done for centuries and is still done in Europe for secondary education, that class teacher prevented disintegration. The tutor gives individual attention to students whom he meets often in a day. Such was my happy lot for more than twenty-five years of teaching. I not only had my students in Latin, Greek and English in high school, but I also had the same boys for three successive years afterwards. When I started my career as a college teacher, I had the same three subjects, which in English, Latin and Greek were actuated by one purpose, the art of composition. Where is there such unified teaching in America today?

But to return to our causes of division, I may add one more element to complete the disintegration of high-school and college. Students are to be socialized. They are to be educated for home-life, for community life, for amusement, for government, as well as for professions, trades, business and sciences. To add to the difficulty of having articulation or continuity in high school and college, each section of junior high and of senior high, of junior college and of senior college tends to become, and even desires to become, an independent, self-centered unit. Four finishing schools have entered into the once integrated and unbroken education of the past. The schools then are multiple, the pupils' powers are multiple; the methods are multiple; the teachers are multiple. No course in anatomy could make a more complete dissection of the human body than America has made upon traditional education. The prophet Ezekiel was set down "in the midst of a plain that was full of bones." There and then occurred the greatest miracle of articulation on record. "I will lay sinews upon you and will cause flesh to grow over you and will cover you with skin and I will give you spirit and you shall live." Do we not need a like miracle to articulate the disjointed fragments of our education? Is not our desire to couple up one stage of our education with a following stage as hopeless as the attempt of a near-

sighted man with St. Vitus dance and with palsy to thread a needle in the dark, when he has mislaid his glasses?

Can we perform the miracle of articulation and of life upon the disintegrated fragments of education? We can possibly if we oppose all the causes of division enumerated. To unlimited electivism we must oppose prescription. If professions, trades and business prescribe subjects for education, education ought to prescribe something for them. The doctor should be permitted occasionally to tell the patient what is good for him. To the unlimited departments of a student's future, we must oppose the unity of the individual, holding firmly that high school and college are not training schools for any particular occupation, but places which ensure general mental health, as a gymnasium should ensure general bodily health, and as home, school and church should ensure moral health.

To the multiplying information of experimental sciences we must oppose the unifying formation of art. Art is personal, develops the individual and endows him with the possession of habits. He who masters an art has some training that persists through the years. He who becomes an encyclopedia of experimental science has to be re-edited every year. The field of experimental science is nature; the instruments of science are always improving. Such sciences must change, and we all rejoice in their changes. The field of art, on the contrary, is human nature, which does not change. The instruments of art are man and his powers, and they have never been changed and never will. "The one touch of nature that makes the whole world kin" is found in the first literature and will be found in the last literature.

To the lectures and departments and methods suitable to a professional school where the student has a motive and standard to guide him, we must oppose the tutorial system of correlated subjects under one teacher who can make his classes the workshop of Baker and not the broadcasting station of a lecture room without individual guidance or exercise.

Have we such an instrument of education that fulfills all these purposes? The educational world has such a subject as its major in secondary education ever since education began. America had such a subject up to the electivism of Eliot, and even he did not wish to have the subject made elective or be neglected. Have we a subject which embodies the whole of man, his thoughts, his judgments,

his principles and ideals, the visions of his imagination, the whole gamut of his emotions, the medium of science, the bond of all social activity, the best test of an educated mind? I am sure that we have that only source of articulation if we wish to prescribe it and attach sanctions to it and bestow rewards upon it. I hope that you will not think me another Barnum, a vociferous barker for a circus fraud, when I propose to you composition as the only solution to the problem of articulation.

By composition I do mean merely language as a means of conversation and of communication, correct and intelligible language. Language in that sense should be the fruit of primary education, where each one is prepared for his environment, but I mean language as an art, as the literary expression of the individual's experience. Facts, no matter how numerous or how true, do not of themselves educate, but acts do, and composition of language is the subject which makes the student perform the greatest number of acts and trains more capacities than any other subject in our schools. We must have other subjects as minors to give experience to students, but I advocate composition throughout under tutors, who will make students express themselves on every subject they study.

There is a very simple way in which colleges can ensure composition. They can impose sanctions and prescribe composition. That used to be done in Latin and in Greek, but at least it should be done in English. No one should be permitted to enter college who is unable, I do not say, to spell or to write grammatical English, but who is unable to write a clear narrative, an interesting description, a satisfactory exposition, a correct argumentation, a simple persuasion. One paragraph in each process would be enough, but it should be judged as literature, and be original and embodying the student's experience of life in school and out of it.

That sanction should be crowned by rewards. No one should receive any degree who cannot write clearly and intelligently and forcefully on his experiences in his college studies. Composition, too, should have the reward of degrees. Why should not poems, plays, essays, biographies, speeches and other original creations be honored as highly as education honors the reassorted information or the dry statistics in the form of theses and dissertations, which are supposed by some magic to endow a person with aptitude to manage the department of a college? Creation is the finest test of education,

the crown of an articulated curriculum and is entitled to the same honor as scientific research. <sup>(2)</sup>

### NOTES

<sup>(1)</sup> The problem of articulation is fairly stated in a report submitted to the New York City Board of Education, dated June 29, 1935. The committee was appointed in March, 1931, and the names of nineteen school officials are affixed to the report. "Articulation," says the report, "suffers when the continuity of intellectual development is not maintained, because a higher institution or grade cannot fully assimilate the product of the lower" or again, "an educational system composed of several types of units, each properly linked with the other." It is to be regretted that this committee, after four years of study, offers no definite solution of the problem, although all pupils are to be transferred to the next stage, whatever their preparation may be. It is true that the committee agrees almost unanimously on seventeen principles, but many of these principles have to do with ordinary school routine and do not touch the problem.

Other principles advocating unlimited "flexibility," that is, multiplicity and variety of subjects and methods, render articulation impossible. One principle proposes "a consummation devoutly to be wished." "There should be set up a unifying philosophy for the school system as a whole, to which all parts can subscribe." Another principle declares that there must be continuous revision and adaptation to changing conditions, and for this purpose the report advises the organizing of a separate staff. There is full agreement in the report that financial assistance should be generously offered for experimentation and for officials to solve the problem. It is confessed that "the realization of this principle (of adjustment and articulation) can be effected through skilled administrative, supervisory and instructional procedures," but unhappily these nineteen officials have no more specific procedure except that a staff be formed to find procedures.

<sup>(2)</sup> In the time to which the address was limited, it was not possible to work out the scheme of composition in detail. Such definite directions were fully worked out for Latin, Greek and English while those subjects were taught as arts and before they began to be taught as sciences. For the writer's own methods during many years of teaching a reference may be made to *Jesuit Principles of Education in Practice* (P. J. Kenedy & Sons, New York). Briefly, no one should be held educated in any subject unless he can express himself in writing or in speech upon that subject. If facts are given back just as they have been imparted, there is no real education. The student must react to the facts and by original reaction transfer all subjects into experience and habit. Blackboard-talks will never take the place of field-practice, and if the teachers of a subject cannot make students voice or write original paragraphs persuading, arguing, explaining, then a coach should be hired to make students so express themselves. That coach will ensure a knowledge of each subject, will train the largest number of capacities, will prepare for any stage of education by producing a trained mind. The students will be forced to integrate their education, and they alone can do it. With a trained mind, a student is adjusted to any work, as with good health a man is ready for any physical labor, and the problem is solved.

REPORT ON THE CO-OPERATIVE STUDY OF  
SECONDARY SCHOOL STANDARDS

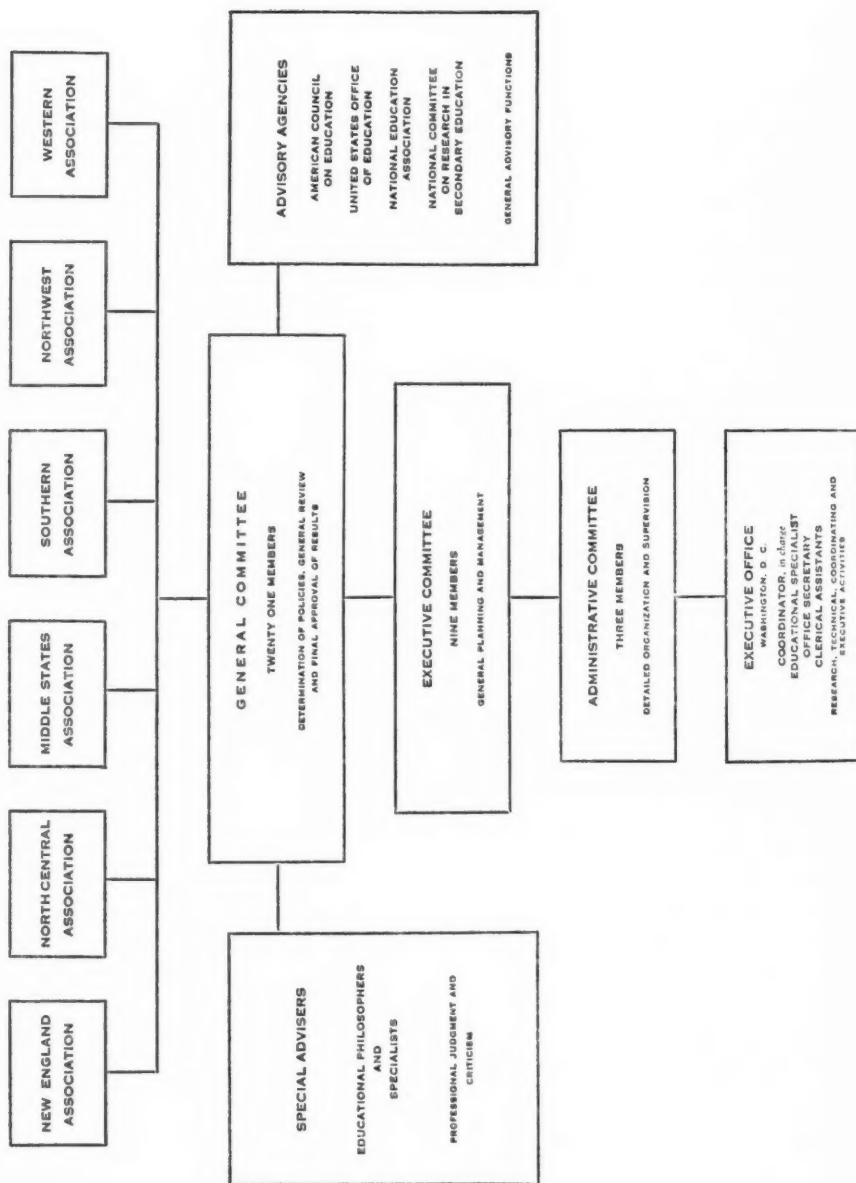
WALTER CROSBY EELLS, Co-ordinator

I understand that Dr. Grizzell, Chairman of the Secondary School Commission of your Association, at your meeting here a year ago, reported something of the origin and early progress of the Co-operative Study of Secondary School Standards, so that I need not touch upon that phase this morning further than merely to remind you of the conference of the different regional associations of the country, called in the city of Washington by the then Commissioner of Education, Dr. George F. Zook, and that as a result of that meeting plans were developed for the study upon which we are now engaged in a more intensive form. This Washington Conference was an outgrowth of numerous earlier meetings outlined in Dr. Grizzell's report last year. Since Dr. Grizzell's report one of the national educational foundations has been so impressed with the importance of this study and its implications for American education that last spring it made a grant of \$25,000 to finance the study for a single year. As a result of this grant, the first of September there was opened in Washington a central office for co-ordination, research and executive activities along the lines indicated by the title of the study. Since the first of September, three of us in that office have been engaged intensively in various phases of activity.

I think it is worth your while to know something about the organization that we have and the way in which it is set up. If you can visualize this, you will see a bit more what we are after and also the personnel that is engaged in directly sponsoring this work. Therefore there has been distributed to you copies of an organization chart. [Reproduced on opposite page]. I think it exhibits in sufficiently clear graphic form the nature of our organization. May I stress the fact that all six regional organizations, covering all parts of the country,—the New England Association, your own Middle States Association, that of the Southern States, the great North Central Association covering twenty states, the far Northwestern and the Western Associations,—all are cooperating in this Study.

You will note that there is a Committee of Twenty-One rep-

# COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS ORGANIZATION CHART





representing the different regional associations, known as the General Committee, whose function is the determination of policies, general review, and final approval of results. A committee of twenty-one members, important as it is to give national scope to the Study, is too extensive for close, detailed administrative work, and therefore there is an Executive Committee of a smaller group of nine members, two from your association and one or two from each of the others. The Executive Committee is responsible for general planning and management as indicated on the outline. Then there is a smaller Administrative Committee of three, composed of Dr. Grizzell, of this Association, Dr. Carrothers of the North Central Association, and Dr. Roemer, of the Southern Association, who have immediate responsibility for making the three of us in the Washington office behave ourselves and work intensively on the problems set for us.

You will note on the right and on the left of the chart, that there are indicated certain cooperating agencies, organizations and individuals to whom we are looking for suggestions and advice.

The personnel of the organization, as distinguished from its organizational form, is as follows:

*General and Executive Committees* (Names starred indicate membership on the Executive Committee).

MIDDLE STATES ASSOCIATION

\*E. D. Grizzell  
\*R. M. Gummere  
W. M. Lewis  
G. W. McClelland  
W. A. Wetzel

NEW ENGLAND ASSOCIATION

Howard Conant  
\*Jesse B. Davis  
Arthur W. Lowe

SOUTHERN ASSOCIATION

\*J. H. Highsmith  
\*Joseph Roemer  
W. R. Smithey  
S. B. Tinsley  
C. R. Wilcox

## NORTH CENTRAL ASSOCIATION

\*G. E. Carrothers  
C. G. F. Franzen  
\*J. T. Giles  
E. E. Morley  
Raymond Osborne

## NORTHWEST ASSOCIATION

\*H. M. Hart  
M. P. Moe

## WESTERN ASSOCIATION

\*W. M. Proctor

## ADVISORY MEMBERS

E. J. Ashbaugh  
Carl A. Jessen  
S. D. Shankland  
J. W. Studebaker  
George F. Zook

The chairman of the General Committee is Dr. Carrothers of the University of Michigan; of the Executive Committee, Dr. Grizzell of the University of Pennsylvania. Carl A. Jessen, of the United States Office of Education, is secretary of both committees.

The Administrative Committee consists of Dr. Carrothers, Dr. Grizzell, and Dr. Joseph Roemer of George Peabody College.

The Executive Staff consists of Dr. Walter C. Eells, coordinator; Dr. M. L. Altstetter, educational specialist; and Mrs. Louise Mahone, secretary.

Now, just what is it that we are trying to accomplish by means of this organization? I think all who have had any experience with standards of accreditation in the past will admit that they have been exceedingly valuable and that they have stimulated the improvement of American secondary education to a marked degree; but increasing experience with them has led to increasing dissatisfaction with them in many cases, and a feeling that often educational crimes have been committed in the name of standards; that possibly we need a New Deal in accreditation as well as in some other phases of our national economy. What, then, are the aims that we are driving at in this study?

Let me suggest them along five lines, corresponding to some

of the faults, some of the limitations, some of the shortcomings of accreditation as it has existed in the past, and try to indicate in connection with each how we are hoping to improve these conditions.

In the first place, the standards of accreditation as developed in many cases have tended to become mechanical rather than vital. They have tended to emphasize the shadow, rather than the substance, to stress the letter and to overlook the spirit. There has been no assurance in many cases that meeting them really guarantees educational efficiency. They have tended too much, unfortunately, to emphasize the machinery of education rather than the educational process itself, and especially the results, the product of this educational process. And so, in reconstructing these proposed standards, we are trying very hard to get at the inner life and spirit of education, to make these standards dynamic rather than static, to emphasize the functional approach. We are not nearly so much interested in what an institution *is* as in what it *does*. For instance, in the section on the *school plant*, which we have been recently working out, we have tried to develop it along three functional lines, not measuring what the plant *is*, essentially, but what the plant *does*, what it is equipped to do in order (1) to promote health and safety, (2) to promote efficiency and economy, (3) to promote the educational program and process. It is all designed in terms of action, not of passivity.

A second great fault of some of our standards has been that they have been rigid rather than flexible, that they have been hard and fast straightjackets into which we have endeavored to fit our schools to make them all conform to the same pattern. A feeling has been engendered that a certain fixed number of standards which have been set up somewhat arbitrarily, are indispensable to a school, and that as soon as these are fulfilled, the school must necessarily be an ideal one. And, conversely, if a school fails to meet "Standard No. 11," then without question it is not deserving of accreditation regardless of how good it may be in other fields.

I heard only a few days ago of an outstanding school, not in your Association, which might be considered by any reasonable basis of judgment one of the finest secondary schools in that section of the country. It had superior plant, a splendid curriculum, a fine spirit in the institution, outstanding teachers, and 95% of its students who had gone to college had made good year after year. But it

was suddenly discovered that two of the best members of the faculty only had twelve instead of fifteen hours of professional work in education, and therefore it couldn't be accredited!—or rather, the members in the Commission under whose jurisdiction it came, already had become so impressed with the necessity for flexibility that they said, "We will overlook that technical violation of "Standard No. 11" (or whatever its number was) and we will accredit this institution in spite of that technical deficiency." In my judgment they did exactly the right thing. As a professor of education for a number of years, I am confident that professional courses in education in the long run are desirable for our secondary school teachers, but I am not at all sure that the stated number of hours was essential in that particular case.

And so, from this standpoint, we are trying to develop a more flexible set-up and use of standards. There may be more than one route, possibly, to educational salvation. I was impressed the other day at a conference at Harrisburg with a remark made by one of your members, Dr. James N. Rule, in discussing this matter of standards, when he said, "There are two types of standards which should be in our secondary schools: a few of them should be *enforced*, but more of them which should merely be *administered*." That is a significant distinction. Have we tried too much in the past to enforce unintelligently rigid standards without reference to flexibility of administration?

We are trying, in our development, to provide for flexible administration, to suggest in some cases that possible deficiency in one field may be more than compensated for by superiority in another field. We are trying to adopt what we might from the standpoint of psychology call a Gestalt point of view, that the total is not simply the sum of the separate parts, but that there is a unified interrelated pattern to the complete situation; we are trying to see the picture, as a whole, not simply looking at all the isolated elements that enter into the school, but are trying to see how they fit together to make a functioning, live institution. We are trying to adopt the point of view of the photographer who sees the picture as a whole, rather than that of the statistician, who simply adds up isolated credits here and there, and gets a total single score for the entire institution. Or possibly my figure is not well chosen. We are not trying to imitate the photographer who with his lens takes in everything in

sight, but the artist, who skillfully selects the significant elements in the landscape and fits them together into a masterpiece.

In the third place, standards in the past have been in many cases deadening rather than stimulating. They have offered little stimulus to constant efforts at self-improvement. Once a school was inside the magic circle of accreditation, it might forgo any further efforts toward improvement. It was sufficient to stay put, to simply enjoy the *status quo*, and if there was any growth it perhaps was in spite of, rather than because of, any stimulus furnished by the accreditation standards. The standards tended, then, to encourage a dead level of uniformity rather than diversity and experimentation. They tended to retard rather than to promote pioneering and adventurous experimentation, such as that outlined for us earlier this morning along the lines of the thirty schools in the progressive education experiment.

On the other hand, we have been trying very hard to emphasize the stimulating effect of the material that we are gathering and putting together. We are constantly asking ourselves: "To what extent can we put in material that will be an incentive to critical self-examination and constant self-improvement?" We are not so much interested in what a school is, as in what it is doing and how it is improving. Wasn't it Oliver Wendell Holmes who said, "It is not nearly so important where we stand as the direction in which we are going"? Accordingly we are anxious that a school should be judged not only by what it is, but by how much better it is this year than it was last year. We are putting in a good deal of material which may be somewhat difficult of evaluation from the standpoint of pure accreditation, but which we feel is highly significant and important from the standpoint of stimulation to increased efforts and to encouragement along various lines of educational pioneering, experimentation and improvement.

In the fourth place, our standards in the past have failed too much to take into account some of the more modern viewpoints in secondary education. Viewpoints, as we need not be reminded in a gathering of this kind, have changed markedly in recent years, while on the whole standards as set up by the regional associations have not changed correspondingly to keep pace with this modern, more progressive thought. For instance, there has been a strong emphasis in the last few years upon the *pupil* rather than the *school*, upon his

individuality and growth and special needs and aptitudes as indicated by tests and measurements and other means, and the importance of adjustment of the individual pupil to his own abilities, to his own curriculum and to his own social responsibilities when he is through school. But existing standards have taken very little account of the pupil. If you read over the standards of your own association for accrediting secondary schools, you will find a good deal about the machinery of the institution, but you will find very scanty reference to the pupil as such. About one-fifth of all the work that we are doing is in terms of the pupil. We have one rather extensive section in which we are trying to judge whether a school is good, not in terms of its machinery, but of its pupils, of their nature, their ability, and the organization and methods and set-up for guidance and counselling, of records and reports. We have made the pupil the center of one entire section of our study.

The curriculum also has been modified markedly to meet modern educational viewpoints with greater breadth, flexibility and adaptation to varying conditions, but you will find very little in most of the standards with reference to the curriculum. About one-third of all our material as we are putting it out for tentative study and criticism, is in terms of the educational process as such, which is very slightly treated in most of the existing standards.

In the fifth place, another of the faults of accreditation is that on the whole standards have been set up in a too limited field. They have tended to be academic rather than broadly comprehensive. They have been dominated in many cases, if not completely determined, all too often by college admission criteria. You have heard reported here this morning the difficulty, after a number of years, of finally arriving at an experiment involving only 30 of our 27,000 secondary schools in which college entrance standards are to be so relaxed temporarily on an eight year basis as to make them more comprehensive and adaptable to experiment. Existing standards have been written entirely too much in terms of students going on to college, and not in terms of the many more students in our secondary schools who never would and probably never should enter any institutions of higher education.

There are approximately 7,000,000 students in the secondary schools of the country today. We were told yesterday there are about 1,000,000 in institutions of higher education. It follows, therefore,

that only about one student out of seven in our secondary schools throughout the country as a whole ever enters the doors of the college. In the past a school was *good* provided it was good for college entrance. Have not our young people, have not their parents throughout the country, the six-sevenths or the four-fifths or three-fourths of them who never will enter institutions of higher learning, have they not a right, and have we not an obligation to them to indicate also what are good secondary schools for them to attend, regardless of whether or not they expect to go on to college? Our schools in the past have been certified as good, perhaps, for the prospective minister, doctor, lawyer, and engineer. We are anxious also to formulate standards which will show whether or not they are good for the prospective butcher and baker and candlestick maker, or perhaps I should say automobile maker.

These are the objectives we have set for ourselves. Working along the five lines I have indicated, we shall not accomplish these aims perfectly I am well aware of that fact. We are not expecting any 100% accomplishment. If we reach instead the typical passing grade of 60% or 70% of them I suspect we shall have accomplished something eminently worth while.

What is the method that we are following in doing this? Before the Washington Office was organized on the first of September, two men had spent several months, financed by joint contributions from the various regional associations before the money of the General Education Board became available. They were occupied in making a careful analysis of, and in abstracting some 2500 specialized reports and research studies in secondary education, trying to derive from those valid principles for the construction of new and improved standards. This work was supplemented by a large amount of voluntary assistance in abstracting, secured through professors in a dozen outstanding schools of education. Their results were summarized in some 200 pages of mimeographed material, which was submitted to the Executive Committee of this organization in August. The Committee spent a week in North Carolina, early in September in a careful study of all the work that had been done up to that time, in the formulation of further guiding principles, in an exchange of views regarding desirable outcomes, and incidentally in laying out enough work for the three of us in the



Washington office to keep us busy the rest of the year, if not much longer!

They were not satisfied with these 200 pages of material submitted, and we were given instructions to modify, unify and systematize that work in somewhat different form. As a result, we have in the last few weeks been developing tentative check lists and statements of principles for possible standards along five general lines. The first of these areas, and in many respects the most important one, is concerned with the pupil himself as I have indicated above. Another is devoted to the staff, its qualifications and ability. A third concerns the school plant. These three have been completed. Two of them have already been distributed in a way I shall point out a little later. A third is ready to be sent out next week. We are working now on the most important and extensive division of all, the educational process including instruction, supervision, pupil activities, library, and the curriculum; to be followed by a final section on administration. We feel that these five great elements of a secondary school should be considered, not each one separately, but in their unified relationships to each other.

At the same time we have been working out this material we have been developing a list of some six hundred collaborators in every state in the union. From the state chairman of the accreditation committee, or from the man in charge of secondary education in the state department, or from some one else presumably familiar with the qualifications of the outstanding men in his state, we have tried to secure a list of from five to ten of the most outstanding high school principals or headmasters of secondary schools in their respective states. We have written to each one of the men thus nominated and asked whether or not they would collaborate with us in a critical analysis and study of the material which we prepare for their inspection. We have tried to make this group of collaborators very widely representative. We have asked in each case for a principal of one of the large city high schools in the state, one of the small city high schools, a rural school, a high school which is organized on a consolidated basis with no city administration over it, for representatives of various types of private secondary schools—parochial, military, proprietary, etc., so that we may have all viewpoints represented. We have received in this way the names and the acceptances of some three hundred individuals who have promised

to co-operate with us. At the same time, we have about three hundred more whom we secured by other means, such as professors of secondary education in outstanding schools of education, heads of secondary education inspection work in the various states, and chairmen or members of various significant commissions, including all the members of your secondary school commission. To these six hundred men we are sending this material as fast as we get it out, the five sections one at a time, and asking them for their critical evaluation of it, especially from four different viewpoints.

We have asked each collaborator to look it over carefully and critically and to state whether or not in his judgment it could be used by a high school principal in cooperation with the members of his staff, (we don't want him to do it alone) to evaluate his own school—whether it can be used as a measure of whether a school is a good one now; in the second place, whether in their judgment it can be used as a stimulus to further improvement; and in the third place, whether it can be used by the regional accrediting associations or state accrediting agencies as far as they wish to, as a basis for accreditation; and finally, whether there are any particular elements that they feel we have omitted which should be included or conversely whether we have included any which should be omitted.

If there are any of you who are particularly interested and willing to co-operate with us as collaborators and there are not too many who ask for that privilege, I will be glad to add your names to our list and to send you the material as far as we have gotten it out, and the rest that we shall get out between now and the first of January, so that we may have the benefit of your constructive criticism with reference to this material.

And now, what for the future? After we have sent out all this material, involving five different fields and some 1100 or 1200 specific items in those various areas, and have received back from you and hundreds of others all over the United States their considered criticisms with reference to this material, we propose to revise it all in the light of that information and present it at a meeting of the General Committee of Twenty-One, with certain outside invited educational specialists, which will be held at St. Louis in the week preceding the meetings of the National Education Association in February, for their consideration, for their critical analysis, and for further instructions.

The next important thing that we propose to do is to go again to the national foundation that has already aided us and ask them whether they feel that we have made sufficient progress to justify their extending additional financial aid in order to make this a three year study instead of one. This one year cannot accomplish anything permanently worth while if we stop merely with our efforts at constructing a set of standards like this, supplemented by your judgments as to whether or not they are valid. Modern scientific method says we can not determine what is good or what is poor merely by the university professor's armchair philosophy; that we must submit it to the cold and critical analysis of experimental trial. Therefore, if we secure sufficient funds to permit it, we propose to spend practically all of next year in a detailed experimental tryout of this material after we refine it as far as possible by these preliminary methods that I have been describing. We want to try it out in several hundred representative high schools and private secondary schools in all parts of the country, trying to pick out the large and the small, the good and the poor, the private and the public, so that we may have it submitted under the most favorable experimental conditions. Then we plan to spend a third year in trying to find out what it all means, in analyzing the results, in eliminating some of the items that you and I may think are pretty good but prove by further analysis to be useless or of little value. We shall probably reduce the number of items by 50% before we get through with it, but only by the experimental process can we determine satisfactorily which those are.

What are some of the difficulties that we have run into in this program? One, of course, is the adaptation of our material to the wide variety of secondary schools in different parts of the country. Standards that are good for the schools of New Jersey will probably not fit equally well those of Alabama and New Mexico and of California. The difficulty of uniformity from the standpoint of geographical distribution is a great one. We have put in certain items, for instance, with reference to the directional facing of school buildings and heating equipment. Do you suppose heating conditions can be judged by the same standards in the northern corner of Maine and in sunny California? We are trying to put in flexible standards adaptable to all parts of the country, that will fit different sizes of schools,—a great metropolitan high school of 5000

students or the schools which are far in the majority, the thousands of secondary schools in all parts of the country which have less than one hundred students each. Can we set up the same standards for judging whether or not the large and the small institution are both good institutions, deserving of accreditation, and can we set up material that is equally stimulating for both types of institutions in a single measuring instrument?

We have been told already, in comments regarding some of the material we have sent out, that we are dealing too much in quantitative material, that we have the same old standards, only a little disguised, that they are entirely too objective. And we have been told by other critics of exactly the same items that they are too qualitative, too vaguely suggestive, that they have no teeth, and that of course we can't get anything specific from such vague, theoretical material. I rather suspect we have got something pretty good when we have tried to strike a happy balance between those two extremes of actual criticism that we have already received. We have tried to steer a helpful middle course between Scylla and Charybdis.

We also have been told that the material is far too long; that no principal would ever bother to look at all of it; that if we would boil it down to about one tenth its length perhaps it would be pretty good. We have also been told with reference to our material on the plant, for instance, by one of the outstanding school building specialists of the country, that it is quite inadequate because it isn't half long enough. If we would take the book he has written on it and put that in our standards, we would have a fairly adequate set of standards. They are long, I'll freely admit, but necessarily so if we are going to try to make them really comprehensive so as to cover some of the less tangible but more vital elements of the school with reference to the pupil and the curriculum as well as dealing with the machinery of administration. I may say, however, that there were forty-five pages of material that dealt with the school pupil that we had for discussion in our meeting in North Carolina. At least we have boiled that down to twelve pages instead of forty-five before sending it out to you for evaluation and criticism and as I indicated earlier, we shall probably cut these all by 50% after another year's experimentation.

On the whole, I should say that the reactions we have had have been decidedly favorable, but they haven't been without considerable

discrimination. Most of the comments we have received so far have said, "We think you are on the right track, but—" and then proceed to write us a three or four page letter to tell us how we can improve them. And that is exactly what we need and want.

In conclusion, then, let me emphasize the importance in this whole study of the single word, "co-operation". We are not interested—I am not and I am sure the other members of the committee sponsoring this study are not—, in a purely library study which as soon as it has been completed will simply gather dust on library shelves. We want to make something vital and helpful and stimulating, and it can't be done by our committee alone. It can only be done through co-operation of Educators all over the country. Please notice the title of our study. The very first word is, "*Co-operative Study of Secondary School Standards*", and that word, "co-operative" is very real and very vital. In the first place, it is worthy of note it seems to me, that we have the co-operation of these six widely separated regional associations, only four of them accrediting associations, two of them at least never having done any accreditation at all, but all interested in the relationships of colleges and secondary schools. I think it is really a distinction to have secured the co-operation of all those six regional associations, and it hasn't been done without some difficulties. They are all working together harmoniously for a common purpose. We have the co-operation of the advisory agencies of various types that are indicated on the administrative outline mentioned earlier. Most important yet, is the co-operation of the six hundred collaborators in all parts of the country. But still more important than that, will be the co-operation of the secondary school men as a whole, and of the college men too, two or three years from now when our results are completed and are submitted to you for your careful evaluation and ultimate approval as a new method of determining what are good, and what are better, and what are acceptable secondary schools throughout the country. If you decide to make use of these methods of evaluation as a part of your accrediting procedures in the Middle States Association, we will feel that they will have been of value. If you say, "What an interesting piece of work those men have done! We will refer our students to them hereafter, to Page 17 in Volume IV on the library shelves", they will be an utter failure.

Thus with your co-operation and that of others, it is our hope

that in the next two or three years it will be possible to develop standards which will be more valid, more vital and dynamic, more flexible in operation, more stimulating to constant improvement, better adapted to modern viewpoints in education, more comprehensive in their consideration of all pupils, rather than simply those who are planning on college courses, and more adaptable to scientific administration than any that have been in existence up to the present time.

# THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

## LIST OF ACCREDITED COLLEGES AND JUNIOR COLLEGES

JANUARY 1, 1936

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>DELAWARE</b>		
University of Delaware .....	Newark .....	Walter Hullihen, LL.D.
<b>DISTRICT OF COLUMBIA</b>		
American University .....	.....	Lucius C. Clark, D.D.
Catholic University of America .....	.....	James Hugh Ryan, LL.D.
Georgetown University .....	.....	Arthur A. O'Leary, S.J.
George Washington University .....	.....	Cloyd H. Marvin, LL.D.
Howard University .....	.....	Mordecai W. Johnson, D.D.
Trinity College .....	.....	Sister Julia of the Trinity
<b>MARYLAND</b>		
College of Notre Dame of Maryland .....	Baltimore .....	Sister Mary Frances
Goucher College .....	Baltimore .....	David Allan Robertson, LL.D.
Hood College .....	Frederick .....	Henry Irvin Stahr
Johns Hopkins University .....	Baltimore .....	Isaiah Bowman, LL.D.
Loyola College .....	Baltimore .....	Henri J. Wiesel, LL.D.
Morgan College .....	Baltimore .....	John O. Spencer
Mount St. Mary's College .....	Emmitsburg .....	B. J. Bradley
St. John's College .....	Annapolis .....	Douglas Huntly Gordon
St. Joseph's College .....	Emmitsburg .....	Sister Isabelle, Ph.D.
University of Maryland .....	College Park .....	H. C. Byrd, Acting President
Washington College .....	Chestertown .....	Gilbert W. Mead
Western Maryland College .....	Westminster .....	
<b>NEW JERSEY</b>		
College of St. Elizabeth .....	Convent .....	Sister Marie Jose Bryne, Ph.D.
Drew University .....	Madison .....	Frank G. Lankard
Georgian Court College .....	Lakewood .....	Mother M. Cecelia Scully
Newark College of Engineering .....	Newark .....	Allan R. Cullimore
New Jersey College for Women .....	New Brunswick .....	Margaret T. Corwin
Princeton University .....	Princeton .....	H. W. Dodds, Ph.D.
Rutgers University .....	New Brunswick .....	Robert Clarkson Clothier
St. Peter's College .....	Jersey City .....	Joseph S. Dinneen, S.J.
Seton Hall College .....	South Orange .....	Frank J. Monaghan, S.T.D.
Stevens Institute of Technology .....	Hoboken .....	Harvey N. Davis, LL.D.
<b>NEW YORK</b>		
Adelphi College .....	Garden City .....	Frank D. Blodgett, LL.D.
Alfred University .....	Alfred .....	John Nelson Norwood, Ph.D.
Bard College .....	Annandale-on-Hudson .....	Donald G. Tewksbury
Barnard College .....	New York City .....	Virginia C. Gildersleeve, LL.D.
Brooklyn College .....	Brooklyn .....	William A. Boylan
Canisius College .....	Buffalo .....	Rev. James P. Sweeney
Clarkson School of Technology .....	Potsdam .....	James S. Thomas
Colgate University .....	Hamilton .....	George Barton Cutten, D.D.
College of the City of New York .....	New York City .....	Frederick B. Robinson, LL.D.
College of Mount St. Vincent .....	On-Hudson, New York City .....	Sister Mary Loyola
College of New Rochelle .....	New Rochelle .....	Rev. Mother Ignatius



SCHOOL	LOCATION	HEAD
College of the Sacred Heart ...	New York City .....	Grace Dammann
College of St. Rose .....	Albany .....	Sister M. Gonzaga
Columbia University .....	New York City .....	Nicholas Murray Butler, LL.D.
Cornell University .....	Ithaca .....	Livingston Farrand, LL.D.
D'Youville College .....	Buffalo .....	Mother St. Edward
Elmira College .....	Elmira .....	William S. A. Pott, Ph.D.
Fordham University .....	New York City .....	Aloysius J. Hogan, Ph.D.
Good Counsel College .....	White Plains .....	Rev. Mother Aloysia, Ph.D.
Hamilton College .....	Clinton .....	Frederick C. Ferry, Ph.D.
Hobart College .....	Geneva .....	Murray Bartlett, LL.D.
Houghton College .....	Houghton .....	James S. Luckey, D.D.
Hunter College .....	New York City .....	James M. Kieran, LL.D.
Keuka College .....	Keuka Park .....	A. H. Norton, Ph.D.
Manhattan College .....	New York City .....	Rev. Brother Cornelius, Ph.D.
Marymount College .....	Tarrytown .....	Mother M. Gerard
Nazareth College .....	Rochester .....	Sister Teresa Marie, Ph.D.
New York University .....	New York City .....	Harry Woodburn Chase, LL.D.
Niagara University .....	Niagara Falls .....	Francis L. Meade
Polytechnic Institute of Brooklyn	Brooklyn .....	Ernest J. Streubel
Rensselaer Polytechnic Institute	Troy .....	William Otis Hotchkiss, Ph.D.
Russell Sage College .....	Troy .....	J. L. Meader, Ph.D.
St. Bonaventure's College .....	Allegany .....	Thomas Plassmann, S.T.D.
St. John's College .....	Brooklyn .....	Rev. John J. Cloonan
St. Joseph's College for Women	Brooklyn .....	Thomas E. Molloy, D.D.
St. Lawrence University .....	Canton .....	Laurens H. Seelye
Skidmore College .....	Saratoga Springs .....	H. T. Moore, Ph.D.
William Smith College .....	Geneva .....	Murray Bartlett, D.D.
Syracuse University .....	Syracuse .....	Charles W. Flint, LL.D.
Union University .....	Schenectady .....	Dixon Ryan Fox
University of Buffalo .....	Buffalo .....	Samuel P. Capen, LL.D.
University of Rochester .....	Rochester .....	Alan C. Valentine
Vassar College .....	Poughkeepsie .....	Henry Noble MacCracken, LL.D.
Wells College .....	Aurora .....	Kerr D. MacMillan, Ph.D.
PENNSYLVANIA		
Albright College .....	Reading .....	J. W. Klein
Allegheny College .....	Meadville .....	William Pearson Tolly
Bryn Mawr College .....	Bryn Mawr .....	Marion E. Park, Ph.D.
Bucknell University .....	Lewisburg .....	Arnaud Cartwright Marts,
		Acting President
Carnegie Institute of Technology	Pittsburgh .....	Thomas S. Baker, LL.D.
College Misericordia .....	Dallas .....	Sister Mary Loretta
Dickinson College .....	Carlisle .....	F. P. Corson
Drexel Institute .....	Philadelphia .....	Parke Rexford Kolbe, Ph.D.
Duquesne University .....	Pittsburgh .....	Rev. J. J. Callahan, LL.D.
Franklin and Marshall College	Lancaster .....	John A. Schaeffer, Ph.D.
Geneva College .....	Beaver Falls .....	McLeod M. Pearce, D.D.
Gettysburg College .....	Gettysburg .....	Henry W. A. Hanson, LL.D.
Grove City College .....	Grove City .....	Weir C. Ketler, LL.D.
Haverford College .....	Haverford .....	William W. Comfort, Ph.D.
Immaculata College .....	Immaculata .....	Vincent L. Burns, Sc.D.
Juniata College .....	Huntingdon .....	Charles C. Ellis, Ph.D.
Lafayette College .....	Easton .....	William Mather Lewis, LL.D.
LaSalle College .....	Philadelphia .....	Brother Alfred
Lebanon Valley College .....	Anville .....	Clyde A. Lynch, D.D.
Lehigh University .....	Bethlehem .....	Clement C. Williams
Lincoln University .....	Lincoln University .....	William Hallock Johnson, D.D.
Marywood College .....	Scranton .....	Mother M. Josepha
Mercyhurst College .....	Erie .....	Mother M. Borgia
Moravian College (for Men) ..	Bethlehem .....	William N. Schwarze, D.D.
Mount Mercy College .....	Pittsburgh .....	Sister M. Irenaeus Dougherty
Mount St. Joseph College .....	Philadelphia .....	Sister Maria Kostka, Ph.D.
Muhlenberg College .....	Allentown .....	John A. W. Haas, LL.D.
Pennsylvania College for Women	Pittsburgh .....	M. Helen Marliss
Pennsylvania State College .....	State College .....	Ralph D. Hetzel, LL.D.

SCHOOL	LOCATION	HEAD
Rosemont College .....	Rosemont .....	Rev. Mother Mary Ignatius
St. Joseph's College .....	Philadelphia .....	Rev. Thomas J. Higgins
St. Thomas College .....	Scranton .....	Brother Denis Edward, LL.D.
St. Vincent College .....	Latrobe .....	Alfred Koch, D.D.
Seton Hill College .....	Greensburg .....	Jas. A. Wallace Reeves, S.T.D.
Susquehanna University .....	Selinsgrove .....	G. Morris Smith
Swarthmore College .....	Swarthmore .....	Frank Aydelotte, LL.D.
Temple University .....	Philadelphia .....	Charles Ezra Beury, Ph.D.
Thiel College .....	Greenville .....	Earl S. Rudisill
University of Pennsylvania .....	Philadelphia .....	Thomas S. Gates, LL.D.
University of Pittsburgh .....	Pittsburgh .....	John G. Bowman, LL.D.
Ursinus College .....	Collegeville .....	George L. Omwake, Ph.D.
Villa Maria College .....	Erie .....	Rev. Joseph J. Wehrle
Villanova College .....	Villanova .....	Rev. E. V. Stanford
Washington & Jefferson College ..	Washington .....	Ralph C. Hutchison, D.D.
Westminster College .....	New Wilmington .....	Robert F. Galbreath, D.D.
Wilson College .....	Chambersburg .....	Ethelbert D. Warfield, LL.D

## APPROVED LIST OF JUNIOR COLLEGES

SCHOOL	LOCATION	HEAD
Centenary Collegiate Institute ..	Hackettstown, N. J. ....	Robert J. Trevorrow, D.D.
Columbia Junior College .....	Washington, D. C. ....	B. G. Wilkinson, Dean
Junior College of Georgetown Visitation Convent .....	Washington, D. C. ....	Sister Margaret Mary Sheerin
Packer Collegiate Institute .....	Brooklyn, N. Y. ....	John H. Denbigh, LL.D.
Sarah Lawrence College .....	Bronxville, N. Y. ....	Miss Constance Warren
Seth Low Junior College .....	Brooklyn, N. Y. ....	Edward F. Allen
Williamsport-Dickinson Junior College .....	Williamsport .....	Rev. John W. Long

# THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

## LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1936

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>DELAWARE</b>		
Caesar Rodney High School...	Camden .....	Wilbur H. Jump
Claymont High School.....	Claymont.....	H. E. Stahl
Dover High School.....	Dover .....	Virgil B. Wiley
Georgetown High School.....	Georgetown.....	Joseph Thomas
Harrington High School.....	Harrington.....	Jacob C. Messner
Howard High School.....	Wilmington..... (13th & Poplar Sts.)	George A. Johnson
Laurel High School.....	Laurel .....	Charles P. Helm
Lewes High School.....	Lewes .....	Richard A. Shields
Milford High School.....	Milford .....	Robert E. Shilling
Newark High School.....	Newark .....	Carleton E. Douglass
Pierre S. Du Pont High School..	Wilmington..... (34th & VanBuren Sts.)	R. L. Talbot
Saint Andrew's School.....	Middletown.....	Rev. Walden Pell, 2nd
Seaford High School.....	Seaford.....	W. B. Thornburgh
Smyrna High School.....	Smyrna.....	C. W. W. Schantz
State College for Colored Students .....	Dover .....	Dr. Richard S. Grossley
Tower Hill School.....	Wilmington..... (17th St. & Tower Rd.)	Burton P. Fowler
Ursuline Academy.....	Wilmington..... (1106 Pennsylvania Ave.)	Mother Margaret Mary
William Penn School.....	New Castle.....	Samuel Engle Burr
Wilmington Friends School.....	Wilmington..... (4th & West Sts.)	Wilmot R. Jones
Wilmington High School.....	Wilmington..... (Delaware Ave. & Monroe St.)	C. A. Fulmer
<b>DISTRICT OF COLUMBIA</b>		
Academy of the Holy Cross.....	Washington..... (2935 Upton St., N. W., Dunbarton Heights)	Sister M. Rose Elizabeth
Academy of Notre Dame.....	Washington..... (North Capitol & K Sts., N. E.)	Sister Marie Claire
Academy of the Sacred Heart...	Washington..... (1621 Park Rd., N. W.)	Sister Mary Aquinata
Armstrong High School.....	Washington..... (O St., bet. 1st & 3rd, N. W.)	G. David Houston
Cardozo High School.....	Washington..... (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly
Chevy Chase School.....	Washington..... (6410 Connecticut Ave., N. W.)	Mrs. Frederic Ernest Farrington

SCHOOL	LOCATION	HEAD
Devitt School.....	Washington..... (2961 Upton St., N. W.)	{ Dwight C. Bracken { John F. Byerly
Dunbar High School .....	Washington..... (1st & N Sts., N. W.)	Walter L. Smith
Fairmont School.....	Washington..... (1711 Massachusetts Ave., N. W.)	Miss Maud vanWoy
Georgetown Visitation Convent.	Washington..... (1500 35th St., N. W., Georgetown Heights)	Sister Margaret Mary Sheerin
Gonzaga High School.....	Washington..... (27 Eye St., N. W.)	Rev. Philip J. Clarke
Gunston Hall.....	Washington..... (1906 Florida Ave., N. W.)	{ Miss Mary L. Gildersleeve { Miss Mary B. Kerr
Holton-Arms School.....	Washington..... (2125 S St., N. W.)	Mrs. Jessie Moon Holton
Holy Trinity High School.....	Washington..... (36th & O Sts., N. W., Georgetown)	Sister M. Austin Stonebraker
Immaculata Seminary.....	Washington..... (4300 Wisconsin Ave., N. W.)	Sister Margaret Agnes
Landon School for Boys.....	Washington..... (Edgemoor, Bradley Lane, Bethesda, Md.)	Paul L. Banfield
McKinley Technical High School .....	Washington..... (2nd & T Sts., N. E.)	Frank C. Daniel
Mount Vernon Seminary.....	Washington..... (3801 Nebraska Ave., N. W.)	Miss Jean Dean Cole
National Cathedral School (Girls) .....	Washington..... (Wisconsin Ave. & Woodley Rd., N. W., Mount Saint Alban)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys..	Washington..... (Massachusetts & Wisconsin Aves., N. W., Mount Saint Alban)	Rev. Albert H. Lucas
Saint Cecilia's Academy.....	Washington..... (601 E. Capitol St.)	Sister M. Agneze
Saint John's College High School .....	Washington..... (1225 Vermont Ave., N. W.)	Brother Dorotheus
Saint Paul's Academy.....	Washington..... (1421 V St., N. W.)	Sister Kathryn Marie
Sidwells Friends School.....	Washington..... (1811 Eye St., N. W.)	Thomas W. Sidwell
Takoma Academy .....	Washington..... (Takoma Park)	Floyd O. Rittenhouse
Theodore Roosevelt High School.	Washington..... (13th & Upshur Sts., N. W.)	Allan Davis
Washington Central High School	Washington..... (13th & Clifton Sts., N. W.)	Dr. Harvey A. Smith
Washington Eastern High School	Washington..... (17th & East Capitol Sts.)	Charles S. Hart
Washington Western High School	Washington..... (35th & R Sts., N. W.)	Dr. Elmer S. Newton
Woodward School for Boys....	Washington..... (1736 G St., N. W.)	James J. King

SCHOOL	LOCATION	HEAD
<b>MARYLAND</b>		
Allegany High School.....	Cumberland.....	Ralph R. Webster
Baltimore Eastern High School..	Baltimore .....	Miss Laura J. Cairnes
Baltimore Friends School.....	(North Ave. & Broadway)	
Baltimore Polytechnic Institute..	Baltimore .....	Edwin C. Zavitz
Baltimore Southern Junior-Senior High School.....	(Park Place & Laurens St.)	
	Baltimore .....	Wilmer A. Dehuff
	(North Ave. & Calvert St.)	
Baltimore Western High School..	Baltimore .....	John H. Schwatka
	(Warren Ave. & William St.)	
Bethesda-Chevy Chase High School .....	Baltimore .....	Dr. Ernest J. Becker
Brunswick Junior-Senior High School .....	(Pulaski St. & Gwynns Falls Parkway)	
Calvert Hall High School.....	Chevy Chase.....	Thomas W. Pyle
Catonsville High School.....	Brunswick .....	Wilbur Devilbiss
Forest Park High School.....	Baltimore .....	Brother D. Augustin
	(320 Cathedral St.)	
Frederick Douglass Senior-Junior High School.....	Catonsville.....	D. W. Zimmerman
	Baltimore .....	Wendell E. Dunn
	(Chatham Rd. & Eldorado Ave.)	
Frederick High School.....	Baltimore .....	Harry T. Pratt
Gaithersburg High School.....	(Calhoun & Baker Sts.)	
Georgetown Preparatory School..	Frederick .....	Albert Leonard Leary
Gilman Country School for Boys	Gaithersburg .....	Thomas W. Troxell
	Garrett Park .....	Rev. Robert S. Lloyd
Glen Burnie High School.....	Baltimore .....	E. Boyd Morrow
Hagerstown High School.....	(Roland Park)	
Hannah More Academy.....	Glen Burnie .....	Miss Louise Tod Motley
Loyola High School.....	Hagerstown .....	John D. Zentmyer
McDonogh School.....	Reisterstown .....	Miss Laura Fowler
Montgomery Blair Senior High School .....	Baltimore .....	Rev. Michael A. Clark
Montgomery County High School .....	(Calvert & Monument Sts.)	
Mount Saint Agnes School.....	McDonogh .....	Louis E. Lamborn
Mount Saint Joseph College, Inc. (High School).....	Silver Spring.....	Edgar M. Douglass
Notre Dame of Maryland—High School .....	Rockville .....	L. Fletcher Schott
	Baltimore .....	Sister M. Kathleen
	(Mount Washington)	
Park School, The.....	Baltimore .....	Brother Philip Cummings
Pennsylvania Avenue High School .....	(Carroll Station)	
Roland Park Country School....	Baltimore .....	Sister M. Coeline
	(Charles Street Ave., Roland Park)	
Saint James School.....	Baltimore .....	Hans Froelicher, Jr.
Saint Joseph's College High School .....	(Liberty Heights Ave.)	
	Cumberland .....	Victor D. Heisey
	Baltimore .....	Miss Elizabeth M. Castle
	(817 University Parkway, Roland Park)	
	Saint James School Post Office .....	Rev. Adrian H. Onderdonk
	Emmitsburg .....	Sister Delphine Steele

SCHOOL	LOCATION	HEAD
Saint Mary's Female Seminary..	Saint Mary's City.....	Miss M. Adele France
Seton High School.....	Baltimore .....	Sister M. Genevieve McDermott
	(2800 North Charles St.)	
Sherwood High School.....	Sandy Spring.....	Austin A. La Mar, Jr.
Tome School, The.....	Port Deposit.....	Dr. Charles J. Keppel
Town School of the Jacob Tome		
Institute .....	Port Deposit.....	Gordon S. Patton
West Nottingham Academy.....	Colora .....	J. Paul Slaybaugh
Wicomico High School.....	Salisbury .....	Clarence H. Cordrey
NEW JERSEY		
Abraham Clark High School....	Roselle .....	George F. Freifeld
Academy of Holy Angels.....	Fort Lee .....	Sister Mary Angeline
Academy of Saint Elizabeth.....	Convent Station.....	Sister Marie Josephine
A. J. Demarest High School....	Hoboken .....	Arthur E. Stover
Asbury Park High School.....	Asbury Park.....	Charles S. Huff
Atlantic Highlands High School	Atlantic Highlands.....	Herbert S. Meinert
Audubon High School.....	Audubon .....	Miss Grace N. Kramer
Barringer High School.....	Newark .....	Raymond B. Gurley
Battin High School.....	Elizabeth .....	William M. Duncan
Bayonne Senior High School....	Bayonne .....	Daniel P. Sweeney
Beard's School for Girls, Miss.	Orange .....	Miss Lucie C. Beard
Belleville High School.....	Belleville .....	H. D. Kittle
Bernards High School.....	Bernardsville .....	W. Ross Andre
Blair Academy .....	Blairstown .....	Dr. Charles H. Breed
Bloomfield High School.....	Bloomfield .....	Joseph E. Poole
Bogota High School.....	Bogota .....	Earl E. Purcell
Boonton High School.....	Boonton .....	Clarence E. Boyer
Bordentown High School.....	Bordentown .....	Miss Anna T. Burr
Bordentown Military Institute..	Bordentown .....	David Styer
Bound Brook High School.....	Bound Brook.....	G. Harvey Nicholls
Bridgeton High School.....	Bridgeton .....	Harry C. Smalley
Burlington High School.....	Burlington .....	Miss Elizabeth A. Ditzell
Camden Catholic High School..	Camden .....	Sister Mary Christine
	(7th & Federal Sts.)	
Camden High School.....	Camden .....	Carleton R. Hopkins
	(Park Blvd. & Baird Ave.)	
Carteret Academy.....	Orange .....	George G. Grim
Carteret High School.....	Carteret .....	Miss Anna D. Scott
Centenary Collegiate Institute..	Hackettstown .....	Dr. Robert J. Trevorrow
Cliffside Park Senior-Junior		
High School .....	Grantwood .....	Dr. Robert L. Burns
Clifton High School.....	Clifton .....	Walter F. Nutt
Closter Junior-Senior High School	Closter .....	C. F. Sailer
College High School of the		
State Teachers College at		
Montclair .....	Upper Montclair.....	Arthur M. Seybold
Collingswood Senior High		
School .....	Collingswood .....	Percy S. Eichelberger
Columbia Senior High School....	South Orange.....	Curtis H. Threlkeld
Cranford High School.....	Cranford .....	Ray A. Clement
Dearborn Morgan School.....	Orange .....	George Leroy Shelley
Dover High School.....	Dover .....	William S. Black
Dwight Morrow High School...	Englewood .....	George W. Paulsen
East Orange High School.....	East Orange.....	Ralph E. Files
Emerson High School.....	Union City.....	Albert C. Parker
Englewood School for Boys....	Englewood .....	Marshall L. Umpleby
Flemington High School.....	Flemington .....	Harold S. Goldsmith
Fort Lee Junior-Senior High		
School .....	Fort Lee.....	Arthur E. Stueky
Freehold High School.....	Freehold .....	Miss Lillian F. Lauler
Garfield High School.....	Garfield .....	N. E. Lincoln
	(Palisade Ave.)	
Glassboro High School.....	Glassboro .....	Milton W. Baylis



SCHOOL	LOCATION	HEAD
Glen Ridge Senior High School.	Glen Ridge .....	Alfred C. Ramsay
Gloucester City Junior-Senior High School .....	Gloucester City .....	Wendell Sooy
Grover Cleveland High School..	Caldwell .....	Richard M. Elsea
Hackensack High School .....	Hackensack .....	Edward T. Marlatt
Hackettstown High School .....	Hackettstown .....	Frank A. Souders
Haddon Heights High School...	Haddon Heights .....	Miss Emily P. Rockwood
Haddonfield Memorial High School .....	Haddonfield .....	William W. Reynolds
Hammonton Senior High School.	Hammonton .....	Paul S. Gillespie
Harrison High School .....	Harrison .....	William F. Grant
Hartridge School .....	Plainfield .....	Miss Emelyn B. Hartridge
Hasbrouck Heights High School.	Hasbrouck Heights .....	John W. MacDonald
Hawthorne High School .....	Hawthorne .....	L. R. Johnston
Hightstown High School .....	Hightstown .....	Miss Jane B. Donnell
Hillside High School .....	Elizabeth .....	Wilbur H. Cox
Irvington High School .....	Newark .....	Edward Haertter
Kearny High School .....	(Irvington)	
Kent Place School .....	Arlington .....	George G. Mankey
Kingsley School .....	(Devon St., Kearney)	
Lakewood Junior-Senior High School .....	Summit .....	Miss Harriet L. Hunt
Lawrenceville School .....	Essex Fells .....	Walter D. Gerken
Leonia High School .....	Lakewood .....	William C. Kidd
Lincoln High School .....	Lawrenceville .....	Allan Vanderhoef Heely
Linden High School .....	Leonia .....	Carl W. Suter
Long Branch Senior High School .....	Jersey City .....	Thomas H. Quigley
Lyndhurst High School .....	Linden .....	Miss Lida M. Ebbert
Madison High School .....	Long Branch .....	William E. Cate
Manasquan High School .....	Lyndhurst .....	Edmund Burke
Merchantville High School .....	Madison .....	Ward A. Shoemaker
Metuchen High School .....	Manasquan .....	Mrs. Marion C. Santangelo
Middle Township High School.	Merchantville .....	J. Hunter Howard
Middletown Township High School .....	Metuchen .....	Elmo E. Spoerl
Millburn High School .....	Cape May Court House...	Homer Bortner
Montclair Academy .....	Leonardo .....	Paul I. Redcay
Montclair High School .....	Millburn .....	R. J. Brettnall
Moorestown Friends School...	Montclair .....	Walter D. Head
Moorestown High School .....	Montclair .....	Harold A. Ferguson
Morristown High School .....	Moorestown .....	Chester L. Reagan
Morristown School .....	Moorestown .....	Dr. Mary E. Roberts
Mount Saint Dominic Academy.	Morristown .....	Ralph F. Perry
Neptune Township High School	Morristown .....	George H. Tilghman
New Brunswick Senior High School .....	Caldwell .....	Sister M. Aloysius, O.P.
Newark Academy .....	Ocean Grove .....	Harry A. Titcomb
Newark Central Commercial and Manual Training High School.	New Brunswick .....	Robert C. Carlson
Newark East Side High School.	Newark .....	Clinton F. Zerweck
Newark South Side High School.	(215 First St.)	
Newark Weequahic High School	Newark .....	William Wiener
Newark West Side High School	Newark .....	Stanton A. Ralston
Newman School .....	(279 Chancellor Ave.)	Arthur W. Belcher
North Plainfield High School...	Newark .....	Max J. Herzberg
Nutley High School .....	Lakewood .....	Alan Johnson
Ocean City High School .....	Plainfield .....	William M. Agar
Orange High School .....	Nutley .....	Howard G. Spalding
Palmyra High School .....	Ocean City .....	Dr. Floyd E. Harshman
	Orange .....	O. W. Reichly
	Palmyra .....	Howard L. Goas
		Miss Veva M. Brower



SCHOOL	LOCATION	HEAD
Park Ridge High School.....	Park Ridge .....	Mrs. May E. Hallett
Passaic High School.....	Passaic .....	Daniel Dahl
Paterson Central High School (Boys) .....	Paterson .....	Joseph F. Manley
Paterson Eastside High School..	Paterson .....	Francis R. North
Paulsboro High School.....	Paulsboro .....	Mrs. Helen F. Johnson
Peddie School, The.....	Hightstown .....	Wilbourn E. Saunders
Pemberton High School.....	Pemberton .....	Paul R. Jones
Perth Amboy High School.....	Perth Amboy.....	Will W. Ramsey
Pingry School, The.....	Elizabeth .....	Charles Bertram Newton
Pitman High School.....	Pitman .....	L. Arthur Walton
Plainfield High School.....	Plainfield .....	Dr. Galen Jones
Princeton Junior-Senior High School .....	Princeton .....	Ted B. Bernard
Princeton Preparatory School, The .....	Princeton .....	Harry B. Fine
Prospect Hill Country Day School .....	Newark .....	Mrs. Laura D. S. Lamont
	(346 Mount Prospect Ave.)	
Rahway High School.....	Rahway .....	Ralph N. Kocher
Red Bank Catholic High School..	Red Bank .....	Sister Mary Angelica
Red Bank Senior High School..	Red Bank .....	Harry C. Sieber
Ridgefield Park High School...	Ridgefield Park.....	Frederic K. Shield
Ridgewood High School.....	Ridgewood .....	George A. F. Hay
Roselle Park High School.....	Roselle Park .....	G. Hobart Brown
Rutgers Preparatory School, The	New Brunswick.....	Philip M. B. Boocock
Saint Benedict's Preparatory School .....	Newark .....	Rev. Boniface Reger
	(520 High St.)	
Saint John Baptist School.....	Mendham .....	Sister Superior Elisa Monica
Saint Mary's Hall.....	Burlington .....	Miss Edith M. Weller
Saint Peter's College High School .....	Jersey City.....	Rev. John F. Dwyer
	(110 Grand St.)	
Scotch Plains High School.....	Scotch Plains .....	Howard B. Brunner
Seton Hall High School.....	South Orange.....	Rev. William N. Bradley
	(South Orange Ave.)	
Somerville High School.....	Somerville .....	Frank H. Lewis
South River High School.....	South River .....	Wilbur A. Bryan
Summit High School.....	Summit .....	A. J. Bartholomew
Swedesboro High School.....	Swedesboro .....	Walter H. Hill
Teaneck High School.....	Teaneck .....	Charles L. Steel, Jr.
Tenaflly High School.....	Tenaflly .....	Karl L. Ritter
Thomas Jefferson High School..	Elizabeth .....	Porter W. Averill
Trenton Central High School...	Trenton .....	Paul R. Spencer
Union Hill High School.....	Union City.....	Harry S. Stahler
Vail-Deane School.....	Elizabeth .....	Miss Esther L. Swenson
	(618 Salem Ave.)	
Vineland High School.....	Vineland .....	Mrs. Anna M. Clippinger
Washington High School.....	Washington .....	Donald H. Fritts
West Orange High School.....	West Orange.....	Frederick W. Reimherr
Westfield Senior High School...	Westfield .....	Frank N. Neubauer
Wildwood High School.....	Wildwood .....	Frank S. Lloyd
William L. Dickinson High School .....	Jersey City.....	Dr. Frank J. McMackin
Woodbridge High School.....	Woodbridge .....	Arthur C. Ferry
Woodbury High School.....	Woodbury .....	Lloyd L. Lammert
Woodrow Wilson High School..	Union City.....	Winthrop M. Johnson
	(Hauxhurst Ave., Weehawken)	
Woodstown-Pilesgrove Township High School.....	Woodstown .....	Miss Helen Sanford Jones

SCHOOL	LOCATION	HEAD
<b>NEW YORK</b>		
A. B. Davis High School.....	Mount Vernon.....	Dr. H. H. Stewart
Adelphi Academy.....	Brooklyn, New York City.. (282 Lafayette Ave.)	William Slater
Albany Academy, The.....	Albany .....	Dr. Islay F. McCormick
Albany Academy for Girls.....	Albany .....	Miss Margaret Trotter
Alexander Hamilton High School.....	Brooklyn, New York City... (150 Albany Ave.)	Raymond L. Noonan
Aquinas Institute of Rochester..	Rochester .....	Rev. Joseph E. Grady
Avon High School.....	(1127 Dewey Ave.) Avon .....	James H. Green
Barnard School for Boys.....	Manhattan, New York City (4411 Cayuga Ave.)	William Livingston Hazen
Barnard School for Girls.....	Manhattan, New York City (554 Ft. Washington Ave.)	Theodore E. Lyon
Batavia Junior-Senior High School .....	Batavia .....	Howard D. Weber
Bay Shore High School.....	Bay Shore.....	George H. Gatje
Benjamin Franklin High School.....	Rochester .....	Roy L. Butterfield
Berkeley Institute .....	(950 Norton St.) Brooklyn, New York City..	Miss Ina C. Atwood
Binghamton Central High School	(181 Lincoln Place) Binghamton .....	Lee J. McEwan
Birch Wathen School.....	Manhattan, New York City (149 W. 93d St.)	Harrison W. Moore
Briarcliff Preparatory School....	Briarcliff Manor.....	Miss Doris Laura Flick
Brooklyn Boys High School.....	Brooklyn, New York City... (Marcy & Putnam Aves.)	Alfred A. Tausk
Brooklyn Friends School.....	Brooklyn, New York City.. (112 Schermerhorn St.)	S. Archibald Smith
Brooklyn Girls Commercial High School.....	Brooklyn, New York City... (883 Classon Ave.)	Mrs. Evelyn W. Allan
Brooklyn Girls High School.....	Brooklyn, New York City.. (Nostrand Ave. & Halsey St.)	Maurice E. Rogalin
Brooklyn Preparatory School...	Brooklyn, New York City.. (1150 Carroll St.)	Rev. John H. Klocke
Brooklyn Technical High School	Brooklyn, New York City... (Flatbush Ave. Extension & Concord St.)	Albert L. Colston
Brown School, Inc. ....	Schenectady .....	Miss Marjorie Simpson
Bryant High School.....	Queens, New York City.... (Wilbur & Academy Sts.)	James P. Warren
Buffalo Bennett High School....	Buffalo .....	Emmons B. Farrar
Buffalo Seminary, The.....	(2885 Main St.) Buffalo .....	Miss L. Gertrude Angell
Bushwick High School.....	(203 Bidwell Parkway) Brooklyn, New York City... (400 Irving Ave.)	Dr. Milo F. McDonald
Calhoun School, The.....	Manhattan, New York City (309 West 92nd St.)	{ Miss Mary E. Calhoun { Miss Ella C. Levis
Canandaigua Academy.....	Canandaigua .....	Edward H. Lomber
Canisius High School.....	Buffalo .....	Rev. Vincent J. Hart
Cathedral School of Saint Mary .....	(651 East Washington St.) Garden City.....	Miss Miriam A. Bytel
Cazenovia Seminary, The.....	Cazenovia .....	Harold W. Hebblethwaite
Chapin School, The, Ltd.....	Manhattan, New York City (100 East End Ave.)	{ Miss Mary C. Fairfax { Miss Ethel G. Stringfellow

SCHOOL	LOCATION	HEAD
Charlotte High School.....	Rochester ..... (4115 Lake Ave.)	Nathaniel G. West
Cohoes High School.....	Cohoes ..... (48 Younglove Ave.)	Charles E. Wheeler
Collegiate School for Boys.....	Manhattan, New York City (241 West 77th St.)	Wilson Parkhill
Columbia Grammar School.....	Manhattan, New York City (5 West 93rd St.)	Frederic A. Alden
Corning Free Academy.....	Corning .....	William E. Severn
Cortland Junior-Senior High School .....	Cortland .....	John H. Burke
Curtis High School.....	Richmond Borough, New York City ..... (Hamilton Ave. & Saint Marks Place, Staten Island)	John M. Avent
De Veaux School.....	Niagara Falls.....	Dr. George Lloyd Barton, Jr.
DeWitt Clinton High School....	Bronx, New York City .... (Mosholu Parkway & Paul Ave.)	A. Mortimer Clark
Dobbs Ferry High School.....	Dobbs Ferry.....	Harold C. Marcy
Dongan Hall.....	Richmond Borough, New York City ..... (Todt Hill Rd., Staten Island, Dongan Hills)	Miss Marguerite A. R. Booraem
Drew Seminary for Young Women .....	Carmel .....	Dr. Herbert E. Wright
Dwight School.....	Manhattan, New York City (72 Park Ave.)	Ernest Greenwood
East Hampton High School.....	East Hampton.....	Leon Q. Brooks
Eastern District High School....	Brooklyn, New York City.. (227 Marcy Ave. & Keap St.)	Frederick William Oswald, Jr.
Emma Willard School.....	Troy .....	Dr. Eliza Kellas
Erasmus Hall High School.....	Brooklyn, New York City.. (911 Flatbush Ave.)	Dr. John F. McNeill
Evander Childs High School....	Bronx, New York City..... (800 East Gunhill Rd.)	Dr. Hymen Alpern
Female Academy of the Sacred Heart .....	Albany .....	Mother Gertrude Bodkin
Fieldston School.....	Bronx, New York City..... (Fieldston Ave. & Spuyten Duyvil Parkway)	Herbert W. Smith
Flushing High School.....	Queens, New York City.... (Northern Blvd. & Union St.)	Dr. Arthur L. Janes
Fordham College High School....	Bronx, New York City.....	Rev. Adrian L. Bona
Franklin K. Lane High School....	Brooklyn, New York City.. (635 Evergreen Ave.)	Charles E. Springmeyer
Franklin School.....	Manhattan, New York City (18 West 89th St.)	{ David P. Berenberg { Clifford W. Hall
Fredonia High School.....	Fredonia .....	Claude R. Dye
Friends' Academy.....	Locust Valley.....	Alexander M. Blackburn
Friends' Seminary.....	Manhattan, New York City (East 16th St. & Rutherford Place)	Henry L. Messner
Garden Country Day School....	Queens, New York City.... (33-16 79th St., Jackson Heights, Flushing)	Otis Preston Flower
Gardner School.....	Manhattan, New York City (154 East 70th St.)	Miss M. Elizabeth Masland
Genesee Wesleyan Seminary...	Lima .....	Rev. A. Talmage Schulmaier
Geneva High School.....	Geneva .....	Louis M. Collins

SCHOOL	LOCATION	HEAD
George Washington High School	Manhattan, New York City (Audubon Ave. & 192nd St.)	Arthur A. Boylan
Goodyear-Burlingame School...	Syracuse .....	Miss Marion S. Edwards
Great Neck High School.....	Great Neck.....	Leon C. High
Grover Cleveland High School.....	Brooklyn, New York City.. (2127 Himrod St.)	Charles A. Tonsor
Haaren High School.....	Manhattan, New York City.. (59th St. & 10th Ave.)	R. Wesley Burnham
Hackley School.....	Tarrytown .....	Walter B. Gage
Harley School.....	Rochester .....	Miss Louise M. Sumner
	(Clover St., R.F.D. No. 1)	
Hastings-on-Hudson Junior- Senior High School.....	Hastings-on-Hudson .....	Theodore R. Meyers
Hempstead High School.....	Hempstead .....	Raymond Maure
High School of Commerce.....	Manhattan, New York City (155 West 65th St.)	Dr. Edward J. McNamara
Highland Manor.....	Tarrytown .....	Eugene H. Lehman
Horace Mann School for Boys, The.....	Manhattan, New York City (West 266th St.)	Dr. Charles C. Tillinghast
Horace Mann School for Girls.....	Manhattan, New York City (551 West 120th St.)	Dr. Rollo G. Reynolds
Hornell Junior-Senior High School .....	Hornell .....	Edward W. Cooke
Hudson High School.....	Hudson .....	J. Pierson Ackerman
Hunter College High School.....	Manhattan, New York City (320 East 96th St.)	Miss Louise M. Webster
Huntington High School.....	Huntington .....	Robert L. Simpson
Ithaca High School.....	Ithaca .....	F. R. Bliss
Jamaica High School.....	Queens, New York City... (168th St. & Gothic Drive)	Charles H. Vosburgh
James Madison High School....	Brooklyn, New York City.. (East 25th St. & Quentin Rd.)	William R. Lasher
James Monroe High School.....	Bronx, New York City..... (Boydton Ave. & 172nd St.)	Dr. Henry E. Hein
Jamestown High School.....	Jamestown .....	Merton P. Corwin
John Marshall High School.....	Rochester .....	Elmer W. Snyder
	(250 Ridgway Ave.)	
Johnson City High School.....	Johnson City.....	Miss Margene B. Blair
Johnstown High School.....	Johnstown .....	William A. Wright
Julia Richman High School.....	Manhattan, New York City (317 East 67th St.)	Dr. Michael H. Lucey
Kew-Forest School.....	Queens, New York City..... (Forest Hills)	{ Louis D. Marriott
Knox School, The.....	Cooperstown .....	{ Guy H. Catlin
Lafayette High School.....	Buffalo .....	Mrs. Louise Phillips Houghton
	(Baynes St. & Lafayette Ave.)	Frank R. Gott
La Salle Military Academy.....	Oakdale .....	Brother Ambrose
Lawrence High School.....	Lawrence .....	Cecil C. MacDonald
Lincoln School of Teachers College, Columbia University	Manhattan, New York City (425 West 123rd St.)	John R. Clark
Long Beach High School.....	Long Beach .....	Richard Maher
Loyola School.....	Manhattan, New York City (Park Ave., at 83rd St.)	Rev. Francis E. Garner
McBurney School.....	Manhattan, New York City (5 West 63rd St.)	Thomas Hemenway
Mamaroneck High School.....	Mamaroneck .....	Albert E. Tuttle

SCHOOL	LOCATION	HEAD
Manhasset High School.....	Manhasset ..... (59 Plandome Rd.)	Kendall P. Howard
Manlius School.....	Manlius .....	Col. Guido F. Verbeck
Manual Training High School..	Brooklyn, New York City... (237 Seventh Ave.)	Horace M. Snyder
Marcellus High School.....	Marcellus .....	Max Molyneaux
Marquand School.....	Brooklyn, New York City.. (55 Hanson Place)	Leonard H. Calvert
Marymount School.....	Tarrytown .....	Mother Marie Thérèse Dalton
Masters School, The.....	Dobbs Ferry.....	Miss Evelina Pierce
Mohonk School, The.....	Mohonk Lake.....	Chauncey G. Paxson
Monroe High School.....	Rochester .....	W. E. Hawley
Monticello High School.....	Monticello .....	Kenneth L. Rutherford
Morris High School.....	Bronx, New York City..... (166th St. & Boston Rd.)	Elmer E. Bogart
Mount Saint Joseph Academy...	Buffalo .....	Mother Constantia
Mount Saint Mary's Academy...	(2064 Main St.) Newburgh .....	Sister Marie Carmelita
New Rochelle High School.....	New Rochelle.....	George H. Eckels
New York Military Academy...	Cornwall-on-the-Hudson ...	H. A. Hinman
Newark High School.....	Newark .....	F. Neff Stroup
Newtown High School.....	Queens, New York City.... (Chicago Ave., Elmhurst)	Dr. James D. Dillingham
Nichols School, The.....	Buffalo .....	Henry G. Gilland
Northport High School.....	(Amherst & Calvin Sts.) Northport .....	Chester J. Miller
Northwood School.....	Lake Placid Club.....	Dr. Ira A. Flinger
Oneida High School.....	Oneida .....	Howard F. Knapp
Oneonta High School.....	Oneonta .....	Harry G. Van Deusen
Oswego High School.....	Oswego .....	Charles E. Riley
Packer Collegiate Institute, The	Brooklyn, New York City... (170 Joralemon St.)	Dr. John H. Denbigh
Pawling School.....	Pawling .....	Raphael Johnson Shortlidge
Pelham Memorial High School..	Pelham .....	William W. Fairclough
Pleasantville High School.....	Pleasantville .....	Requa W. Bell
Polytechnic Preparatory Country Day School, The.....	Brooklyn, New York City.. (Dyker Heights)	Joseph Dana Allen
Port Washington Senior High School.....	Port Washington.....	William F. Merrill
Regis High School.....	Manhattan, New York City (55 East 84th St.)	Rev. Francis L. Archdeacon
Riverdale Country School.....	Bronx, New York City.... (Riverdale-on-Hudson)	Frank S. Hackett
Rochester East High School....	Rochester .....	Dr. Albert H. Wilcox
Rochester West High School....	(410 Alexander St.) Rochester .....	Dr. Charles H. Holzwarth
Rye Country Day School.....	(501 Genesee St.) Rye.....	Morton Snyder
Rye High School.....	Rye.....	A. V. MacCullough
Saint Agatha School.....	Manhattan, New York City (553 West End Ave.)	Miss Muriel Bowden
Saint Agnes School.....	Albany .....	Miss Blanche Pittman
Saint John's Preparatory School.	Brooklyn, New York City.. (82 Lewis Ave.)	Rev. Arthur deC. Hamilton
Saint Mary's School, Mount Saint Gabriel.....	Peekskill .....	Sister Mary Regina
Saint Paul's School.....	Garden City.....	Walter R. Marsh
Saint Walburga's Academic School.....	Manhattan, New York City (630 Riverside Drive)	Mother Marie Madeleine
Scarborough School.....	Scarborough-on-Hudson ...	Dr. F. Dean McClusky
Scotia High School.....	Scotia .....	Bertram P. Quenelle

SCHOOL	LOCATION	HEAD
Scoville School for Girls.....	Manhattan, New York City (1008 Fifth Ave.)	Mrs. Elizabeth G. Atwood
Sewanhaka High School.....	Floral Park.....	Dr. A. T. Stanforth
Seward Park High School.....	Manhattan, New York City (350 Grand St.)	Robert B. Brodie
Sherburne Central High School..	Sherburne .....	Edward V. Cushman
Sherrill High School.....	Sherrill .....	E. A. McAllister
Shore Road Academy.....	Brooklyn, New York City.. (9249 Shore Rd.)	} Miss Helen E. Redding } Miss Theodora Goldsmith
Spence School.....	Manhattan, New York City (22 East 91st St.)	Mrs. E. Lloyd Sanderson
Staten Island Academy, The....	Richmond Borough, New York City..... (45 Wall St., Staten Island, New Brighton)	Stephen J. Botsford
Stony Brook School, The.....	Stony Brook.....	Frank E. Gaebelein
Straubenmueller Textile High School .....	Manhattan, New York City (351 West 18th St.)	Dr. William H. Dooley
Theodore Roosevelt High School	Bronx, New York City .... (500 East Fordham Rd.)	William W. Rogers
Thomas Jefferson High School..	Brooklyn, New York City.. (Pennsylvania & Dumont Aves.)	Dr. Elias Lieberman
Todhunter School.....	Manhattan, New York City (66 East 80th St.)	Miss Marion Dickerman
Townsend Harris High School..	Manhattan, New York City (17 Lexington Ave.)	George M. Falion
Trinity School.....	Manhattan, New York City (139 West 91st St.)	Rev. Lawrence T. Cole
Ursuline School, The.....	New Rochelle..... (1354 North Ave.)	Mother Rose
Utica Country Day School.....	New Hartford.....	Raymond B. Johnson
Valley Stream Central High School .....	Valley Stream.....	Harry W. Gross
Walton High School.....	Bronx, New York City.... (North of 195th St. & west of Jerome Ave.)	Miss Mary A. Conlon
Washington Irving High School.	Manhattan, New York City (40 Irving Place)	Edward C. Zabriskie
Watkins Glen High School.....	Watkins Glen.....	John A. Beers
Waverly High School.....	Waverly .....	Luther B. Adams
Wellsville High School.....	Wellsville .....	Duane H. Anderson
Winnwood School, The.....	Lake Grove .....	Charles H. Welsby
Woodmere Academy.....	Woodmere .....	Horace M. Perry
Xavier High School, The, of the College of St. Francis Xavier	Manhattan, New York City (30 West 16th St.)	Rev. Francis A. O'Malley
<b>PANAMA CANAL ZONE</b>		
Balboa High School.....	Balboa Heights.....	Fred W. Hosler
Cristobal High School.....	Cristobal .....	Milford Franks
<b>PENNSYLVANIA</b>		
Abington Friends School.....	Jenkintown .....	Miss Sara Boothby Libby
Abington Township High School.	Abington .....	Eugene B. Gernert
Academy High School .....	Erie .....	Carl W. McNary
Academy of the Holy Child.....	Philadelphia .....	Mother Mary Dunstan
	(39th & Chestnut Sts.)	
Academy of the New Church, Boys' Academy.....	Bryn Athyn.....	Rev. Karl R. Alden



SCHOOL	LOCATION	HEAD
Academy of the New Church, Girls' Seminary .....	Bryn Athyn .....	Miss Frances M. Buell
Academy of Notre Dame .....	Philadelphia .....	Sister Mary Borromeo
Academy of the Sacred Heart...	(Rittenhouse Square) Philadelphia .....	Rev. Mother Margaret Naulty
Academy of the Sisters of Mercy	(Eden Hall, Torresdale) Philadelphia .....	Sister Mary Bernard
Agnes Irwin School, The .....	(Broad St. & Columbia Ave.) Wynnewood .....	Miss Bertha M. Laws
Allegheny High School .....	Pittsburgh .....	V. S. Beachley
Allentown High School .....	Allentown .....	Daniel W. Hamm
Allentown Preparatory School..	Allentown .....	Louis F. Hackeman
Altoona High School .....	Altoona .....	Levi Gilbert
Ambler High School .....	Ambler .....	E. E. Kerschner
Ambridge Senior High School..	Ambridge .....	N. A. Smith
Arnold High School .....	New Kensington .....	H. L. Holste
Arnold School .....	(Woodmont Ave., Arnold) Pittsburgh .....	Lowell Innes
Aspinwall High School .....	(400 South Braddock Ave.) Pittsburgh .....	F. D. Keboch
Avalon High School .....	(4th St. & Virginia Ave., Aspinwall) Pittsburgh .....	Charles A. Evans
Avon-Grove Joint Consolidated High School .....	(721 California Ave., Ava- lon) West Grove .....	Hugh C. Morgan
Baldwin School, The .....	Bryn Mawr .....	Miss Elizabeth F. Johnson
Bangor High School .....	Bangor .....	Harry O. Eisenberg
Beaver Falls High School .....	Beaver Falls .....	J. Roy Jackson
Beaver High School .....	Beaver .....	D. H. Stewart
Bedford High School .....	Bedford .....	Eugene K. Robb
Bellevue High School .....	Pittsburgh .....	Orville W. Hittie
Ben Avon High School .....	(Lincoln Ave., Bellevue) Pittsburgh .....	Dr. Alfred W. Beattie
Bensalem Township High School	(Ben Avon) Cornwell Heights .....	Samuel K. Faust
Biglerville High School .....	Biglerville .....	Charles I. Raffensperger
Birmingham School, The, Inc. .	Birmingham .....	Preston S. Moulton
Blairsville High School .....	Blairsville .....	Dr. Boyce L. Gumm
Blythe Township High School...	Silver Creek .....	Thomas Raymond Gibbons
Boyertown High School .....	(New Philadelphia) Boyertown .....	George B. Swinehart
Bradford Senior High School...	Bradford .....	George E. Schilling
Bristol High School .....	Bristol .....	Warren P. Snyder
Brookville High School .....	Brookville .....	Charles W. Ellenberger
California High School .....	California .....	Raymond T. Barner
Canton Junior-Senior High School .....	Canton .....	Thomas E. Hillyer
Carlisle High School .....	Carlisle .....	George W. Gulden
Carrick Junior-Senior High School .....	Pittsburgh .....	W. H. Sprenkle
Carson Long Institute .....	(125 Parkfield St.) New Bloomfield .....	Edward L. Holman
Charleroi Senior High School...	Charleroi .....	W. H. Clipman, Jr.
Cheltenham Township High School .....	Philadelphia .....	Ira R. Kraybill
Chestnut Hill Academy .....	(Elkins Park) Philadelphia .....	Gilbert H. Fall
Clairton High School .....	Clairton .....	J. Ellis Bell
Clarks Summit-Clarks Green Joint High School...	Clarks Summit .....	Miss Vivian L. Watkins



SCHOOL	LOCATION	HEAD
Clearfield High School.....	Clearfield .....	W. H. Mead
Coatesville High School.....	Coatesville .....	D. Edward Atwell
Colestock High School.....	Titusville .....	Ernest L. Robinson
Collingdale Senior High School..	Collingdale .....	Zeno H. Baldelli
Convent of the Sacred Heart....	Philadelphia .....	Mother Elizabeth Young
	(City Line & Haverford Rd., Overbrook)	
Coraopolis Senior High School .	Coraopolis .....	G. W. Cassler
Crafton High School.....	Pittsburgh .....	Louis F. Brunk
	(Crafton)	
Darby High School.....	Darby .....	J. Wallace Saner
David B. Oliver Junior-Senior High School.....	Pittsburgh .....	J. F. Bailey
	(2200 Brighton Rd., N.S.)	
Dormont High School.....	Pittsburgh .....	Ralph Radcliffe
	(South Hills)	
Downingtown Junior-Senior High School.....	Downingtown .....	Floyd C. Fretz
Doylestown High School.....	Doylestown .....	Dr. George R. Cressman
DuBois High School.....	DuBois .....	E. J. Mansell
Duquesne University Preparatory School .....	Pittsburgh .....	Rev. Anthony F. Lechner
	(801 Bluff St.)	
East Pittsburgh Junior-Senior High School.....	East Pittsburgh.....	Henry G. Beamer
East Stroudsburg Senior High School .....	East Stroudsburg.....	E. E. Kuntz
East Washington High School...	Washington .....	Edward F. Westlake
Easton Senior-Junior High School .....	Easton .....	Elton E. Stone
Ebensburg-Cambria High School.	Ebensburg .....	E. M. Johnston
Ellis College .....	Newtown Square .....	Dr. Arnold Evert Look
Ellis School, The.....	Pittsburgh .....	Miss Sara F. Ellis
	(4860 Ellsworth Ave.)	
Elmer L. Meyers High School...	Wilkes-Barre .....	J. F. Dennis
	(Carey Ave.)	
Episcopal Academy, The .....	Philadelphia .....	Greville Haslam
	(Overbrook)	
Erie East High School.....	Erie .....	John W. Ray
Fifth Avenue Junior-Senior High School.....	Pittsburgh .....	A. B. Siviter
	(5th Ave. & Miltenberger St.)	
Fleetwood Junior-Senior High School .....	Fleetwood .....	Matthew J. A. Smith
Ford City Junior-Senior High School .....	Ford City.....	Paul N. Marsh
Forty Fort High School.....	Wilkes-Barre .....	R. J. Noack
	(Forty Fort)	
Frankford High School.....	Philadelphia .....	Dr. Frank L. Cloud
	(Oakland & Harrison Sts.)	
Franklin and Marshall Academy	Lancaster .....	Dr. Edwin M. Hartman
Franklin Borough High School..	Conemaugh .....	H. C. Tilley
Freeland Mining and Mechanical Institute .....	Freeland .....	Lambert E. Broad
Friends Central School.....	Philadelphia .....	Dr. Barclay L. Jones
	(68th St. & City Line, Overbrook)	
Friends Select School.....	Philadelphia .....	Walter W. Haviland
	(17th St. & Parkway)	
G. A. R. Memorial High School.	Wilkes-Barre .....	S. R. Henning
	(South Sherman & Lehigh Sts.)	
George School.....	George School.....	George A. Walton

SCHOOL	LOCATION	HEAD
George W. Westinghouse Junior-Senior High School .....	Pittsburgh ..... (Murtland & Monticello Sts.)	C. B. Kistler
Germantown Academy .....	Philadelphia ..... (N. W. Cor. School Lane & Greene St., Germantown)	Samuel E. Osbourn
Germantown Friends School .....	Philadelphia ..... (Coulter St., Germantown)	Stanley R. Yarnall
Germantown High School .....	Philadelphia ..... (Germantown Ave. & High St., Germantown)	Leslie B. Seely
Gettysburg Academy .....	Gettysburg .....	Rev. Charles H. Huber
Gettysburg High School .....	Gettysburg .....	G. W. Lefever
Girard College .....	Philadelphia ..... (P. O. Station "C")	Dr. Cheesman A. Herrick
Glen-Nor High School .....	Glenolden .....	J. Milton Rossing
Greensburg High School .....	Greensburg .....	W. A. Gensbigler
Hamburg High School .....	Hamburg .....	John N. Land
Harcum School .....	Bryn Mawr .....	Miss Edith H. Harcum
Harrisburg Academy, The .....	Harrisburg .....	Dr. Arthur E. Brown
Haverford School, The .....	Haverford .....	Edwin M. Wilson
Haverford Township High School .....	Upper Darby .....	Oscar Granger
Hawley High School .....	Hawley .....	Joseph Jacobs
Hazleton Senior High School .....	Hazleton .....	W. G. Davis
Hershey Industrial School .....	Hershey .....	W. A. Hammond
Hill School, The .....	Pottstown .....	James I. Wendell
Holman School, The .....	Ardmore .....	Miss Elizabeth W. Braley
Holmquist School .....	New Hope .....	Miss Margaret B. Dewey
Homestead High School .....	Homestead .....	D. H. Connor
Honesdale Catholic High School .....	Honesdale .....	Sister Mary Teresita
Indiana High School .....	Indiana .....	J. A. Lubold
James M. Coughlin High School .....	Wilkes-Barre .....	J. H. Super
Jeannette High School .....	Jeannette .....	John MacLay
Jenkintown High School .....	Jenkintown .....	Earl E. Smull
John Harris High School .....	Harrisburg .....	Walter E. Severance
John W. Hallahan Catholic Girls High School .....	Philadelphia ..... (19th & Wood Sts.)	Rev. John J. Bonner
Johnstown High School .....	Johnstown .....	J. Ernest Wagner
Kane High School .....	Kane .....	George H. Armacost
Kensington High School for Girls .....	Philadelphia ..... (Cumberland & Amber Sts.)	Dr. Harriet J. Link
Keystone Academy .....	Laplume .....	Byron S. Hollinshead
Kingston High School .....	Kingston .....	L. W. Krieger
Kiskiminetas Springs School .....	Saltsburg .....	William H. MacColl
Lancaster Boys High School .....	Lancaster .....	Benjamin B. Herr
Lankenau School for Girls .....	Philadelphia ..... (22nd St. & Girard Ave.)	Rev. E. F. Bachmann
Lancaster Catholic High School .....	Lancaster .....	Rev. Charles J. Tighe
Lansdale Senior High School .....	Lansdale .....	Herman L. Bishop
Lansdowne High School .....	Lansdowne .....	William M. Bush
La Salle College High School .....	Philadelphia ..... (20th St. & Olney Ave.)	Rev. Brother Felix Francis
Latrobe High School .....	Latrobe .....	Mark N. Funk
Lebanon Senior High School .....	Lebanon .....	Harold M. Downes
Leetsdale Junior-Senior High School .....	Leetsdale .....	H. H. Poole
Lehighon High School .....	Lehighon .....	H. G. Sensinger
Lewistown Senior High School .....	Lewistown .....	D. M. Albright
Lincoln High School .....	Midland .....	Walter Scott Bazard

SCHOOL	LOCATION	HEAD
Linden Hall Seminary.....	Lititz .....	Dr. F. W. Stengel
Lititz Borough High School....	Lititz .....	M. C. Demmy
Lock Haven Senior High School	Lock Haven .....	Reagan I. Hoch
Lower Merion Senior High School .....	Ardmore .....	George H. Gilbert
Manheim Junior-Senior High School .....	Manheim .....	H. C. Burgard
Manheim Township High School	Neffsville .....	Harold T. Griffith
Manor Township and Millers- ville Boro High School.....	Millersville .....	D. L. Biemesderfer
Marietta High School.....	Marietta .....	J. Harvey Shue
Marywood Seminary.....	Scranton .....	Mother M. Cyril
Mater Misericordiae Academy..	Merion Station.....	Sister Mary Raphael
Mauch Chunk Borough High School .....	Mauch Chunk.....	T. O. Mitman
Mauch Chunk Township Junior- Senior High School.....	Nesquehoning .....	Gordon E. Ulshafer
Mechanicsburg High School.....	Mechanicsburg .....	D. D. Brandt
Media High School.....	Media .....	William H. Micheals
Mercersburg Academy, The....	Mercersburg .....	Dr. Boyd Edwards
Mercyhurst Seminary.....	Erie .....	Sister M. Benedicta
Messiah Bible College.....	Grantham .....	C. N. Hostetter, Jr.
Milford High School.....	Milford .....	Ira C. Markley
Millcreek High School.....	Erie .....	H. H. Denison
	(R. D. 2)	
Milton S. Hershey Junior- Senior High School.....	Hershey .....	Walter B. Henninger
Minersville High School.....	Minersville .....	C. E. Roudabush
Montgomery School.....	Wynnewood .....	Rev. Gibson Bell
Moravian Preparatory School..	Bethlehem .....	Warren F. Nonnemaker
Morrisville High School.....	Morrisville .....	E. L. Caum
Mount Joy Borough High School	Mount Joy .....	W. E. Nitrauer
Mount Lebanon Junior-Senior High School.....	Pittsburgh .....	Lewis E. Perry
	(Coughran Rd., Mount Lebanon)	
Mount Penn High School.....	Reading .....	Rex W. Dimmick
Mount Saint Joseph Academy..	Philadelphia .....	Mother Saint Pierre
	(Chestnut Hill)	
Muhlenberg Township High School .....	Laureldale .....	C. S. Crumbling
Munhall High School.....	Munhall .....	M. W. Wherry
Nether Providence High School..	Wallingford .....	Ira S. Brinser
New Cumberland High School..	New Cumberland.....	Charles W. Gemmill
New Holland High School.....	New Holland.....	J. Allen Richards
New Kensington High School...	New Kensington.....	H. B. Weaver
N-wport Township High School.	Wanamie .....	John Kanyuck
Norristown Senior High School.	Norristown .....	Miss Emma E. Christian
Northampton Senior High School.....	Northampton .....	Ira L. Sheaffer
Oak Lane Country Day School of Temple University.....	Philadelphia .....	Dr. Joseph S. Butterweck
	(Oak Lane)	
Ogontz School.....	Rydal .....	Miss Abby A. Sutherland
	(Woodland Rd.)	
Olney High School.....	Philadelphia .....	Edwin Y. Montanye
	(Front & Duncannon Sts.)	
Overbrook Senior High School..	Philadelphia .....	Dr. H. Ross Smith
	(59th St. & Lancaster Ave.)	
Peabody High School.....	Pittsburgh .....	D. E. Miller
	(Beatty & Margaretta Sts.)	

SCHOOL	LOCATION	HEAD
Penn Hall School.....	Chambersburg .....	Frank S. Magill
Pennsylvania Military Pre- paratory School.....	Chester .....	Franklin G. Williams
Perkiomen School.....	Pennsburg .....	Clarence Edwin Tobias, Jr.
Perry Junior-Senior High School	Pittsburgh .....	John H. Adams
	(Perrysville Ave. & Semicir St.)	
Philadelphia Central High School	Philadelphia .....	Dr. John L. Haney
	(Broad & Green Sts.)	
Philadelphia High School for Girls .....	Philadelphia .....	Dr. Olive E. Hart
	(17th & Spring Garden Sts.)	
Philadelphia Northeast Catholic High School for Boys.....	Philadelphia .....	Rev. William A. Stahl
	(Kensington & Torresdale Aves.)	
Philadelphia Northeast High School.....	Philadelphia .....	Dr. Theodore S. Rowland
	(8th St. & Lehigh Ave.)	
Phoenixville High School.....	Phoenixville .....	Edgar T. Robinson
Pittsburgh Central Catholic High School.....	Pittsburgh .....	Rev. Brother Aloysius
	(4720 Fifth Ave.)	
Pittsburgh South Junior-Senior High School.....	Pittsburgh .....	J. M. McLaughlin
	(10th & Carson Sts.)	
Port Allegany Senior High School .....	Port Allegany.....	Fred N. Hardy
Pottstown Senior High School...	Pottstown .....	H. L. Smith
Pottsville High School.....	Pottsville .....	D. H. H. Lengel
Prospect Park Borough Junior- Senior High School.....	Prospect Park.....	Owen E. Batt
Quakertown High School.....	Quakertown .....	Joseph S. Neidig
Radnor Township Junior-Senior High School.....	Wayne .....	T. Bayard Beatty
Ramsay High School.....	Mount Pleasant.....	John C. Haberlen
Reading Senior High School.....	Reading .....	John P. Lozo
Red Lion High School.....	Red Lion .....	Albert G. W. Schlegel
Ridley Park Junior-Senior High School .....	Ridley Park.....	J. Layton Moore
Rochester Senior High School...	Rochester.....	Fenton H. Farley
Roman Catholic High School...	Philadelphia .....	Rev. Leo D. Burns
	(Broad & Vine Sts.)	
Roxborough Senior and Junior High School.....	Philadelphia .....	Price B. Engle
	(Ridge Ave. & Fountain St.)	
Royersford High School.....	Royersford .....	A. J. English
Saint Benedict Academy.....	Erie .....	Sister M. deSales Austin
Saint John Kanty College High School .....	Erie .....	Rev. Michael Sadowski
Saint Joseph Academy.....	Greensburg .....	Sister Jane Elizabeth
Saint Joseph's College High School .....	Philadelphia .....	Rev. James J. Redmond
	(18th & Thompson Sts.)	
Saint Marys Catholic High School .....	Saint Marys .....	Sister M. Gregoria
Samuel P. Langley Junior-Senior High School.....	Pittsburgh .....	Dr. James N. Rule
	(Chartiers & Robina Sts.)	
Sayre High School.....	Sayre .....	Judson F. Kast
Sayward's School, Miss.....	Philadelphia .....	Miss Anne Cutter Coburn
	(6063 Drexel Rd., Over- brook)	

SCHOOL	LOCATION	HEAD
Schenley High School.....	Pittsburgh ..... (Bigelow Blvd. & Central Ave.)	Edward Sauvain
School of the Holy Child Jesus..	Sharon Hill .....	Mother Ignatius Loyola
Scranton Central High School...	Scranton .....	Albert T. Jones
Sellersville-Perkasie High School .....	Perkasie .....	Paul L. Gruber
Sewickley High School.....	Sewickley .....	L. H. Conway
Shady Side Academy.....	Pittsburgh .....	H. A. Nomer
	(Oakland Branch P. O.)	
Sharon Hill Junior-Senior High School .....	Sharon Hill.....	C. K. Wagner
Shillington High School.....	Shillington .....	Miss E. Myrtle Snyder
Shipley School, The.....	Bryn Mawr.....	{ Miss Eleanor O. Brownell
		{ Miss Alice G. Howland
Shippen School for Girls.....	Lancaster .....	Miss Elizabeth Ross
Simon Gratz Senior High School	Philadelphia .....	J. Ellwood Calhoun
	(17th & Luzerne Sts.)	
Slippery Rock Borough High School .....	Slippery Rock.....	A. Bruce Denniston
Solebury School.....	New Hope.....	Arthur H. Washburn
Souderton High School.....	Souderton .....	E. M. Crouthamel
South Hills Senior High School.	Pittsburgh .....	Dr. H. E. Winner
	(Ruth and Secane Sts., Mount Washington)	
South Philadelphia High School for Boys.....	Philadelphia .....	Frank C. Nieweg
	(Broad & Jackson Sts.)	
South Philadelphia High School for Girls .....	Philadelphia .....	Miss Ruth Wanger
	(Broad St. & Snyder Ave.)	
Springfield Township High School .....	Philadelphia .....	Richard C. Ream
	(Chestnut Hill)	
Springside School .....	Philadelphia .....	Mrs. Samuel Hollingsworth Paul
	(Chestnut Hill)	
Steelton High School.....	Steelton .....	O. H. Aurand
Stephen S. Palmer Junior-Senior High School .....	Palmerton .....	Donald W. Denniston
Stevens Girls High School.....	Lancaster .....	Stacy E. Peters
Stevens School for Girls .....	Philadelphia .....	Miss Helen L. Church
	(143 West Walnut Lane, Germantown)	
Strong Vincent High School....	Erie .....	W. Edwin Coon
Stroudsburg High School.....	Stroudsburg .....	Dr. Robert Brown
Sunbury High School.....	Sunbury .....	Frederick Padgett
Swarthmore High School.....	Swarthmore .....	Frank R. Morey
Swissvale High School.....	Swissvale .....	L. M. Douglas
Tarentum High School.....	Tarentum .....	W. A. Swick
Taylor Allderdice Junior-Senior High School.....	Pittsburgh .....	Dr. Roland G. Deevers
	(Shady & Forward Aves.)	
Temple University High School.	Philadelphia .....	Charles E. Metzger
	(Broad & Diamond Sts.)	
Tredyffrin-Easttown Joint High School .....	Berwyn .....	S. Paul Teamer
Troy High School.....	Troy .....	W. R. Croman
Tunkhannock High School....	Tunkhannock .....	Charles J. Savage
Uniontown Senior High School..	Uniontown .....	R. D. Mosier
Upper Darby Senior High School .....	Upper Darby.....	John H. Tyson
Valley Forge Military Academy.	Wayne .....	Col. Milton G. Baker
Villa Maria Academy.....	Erie .....	Sister Mary Edward

SCHOOL	LOCATION	HEAD
Villa Maria Academy.....	Malvern .....	Sister Louise Marie
Villa Maria High School.....	Villa Maria .....	Sister Mary Florence
Warren High School.....	Warren .....	Floyd W. Bathurst
Washington Seminary.....	Washington.....	Mrs. Jane Crowe Maxfield
Wellsboro Junior-Senior High School .....	Wellsboro .....	Rock L. Butler
West Chester High School.....	West Chester.....	B. Reed Henderson
West Philadelphia Catholic Girls High School.....	Philadelphia .....	Rev. Joseph G. Cox
	(45th & Chestnut Sts.)	
West Philadelphia Catholic High School for Boys.....	Philadelphia .....	Brother E. James
	(49th & Chestnut Sts.)	
West Philadelphia High School.	Philadelphia .....	Walter Roberts
	(47th & Walnut Sts.)	
West Reading High School.....	Reading .....	Edwin B. Yeich
West York Junior-Senior High School .....	York .....	A. H. Martin
Westmont-Upper Yoder High School .....	Johnstown .....	Willard E. Ackley
Westtown School .....	Westtown .....	James F. Walker
Wilkes-Barre Institute, The....	Wilkes-Barre .....	Miss Anna Miles Olcott
	(Forty Fort)	
Wilkinsburg Senior High School	Wilkinsburg .....	Floyd H. Carson
William Penn Charter School, The.....	Philadelphia .....	Dr. Richard Knowles
	(Pinehurst, School Lane, Germantown)	
William Penn High School.....	Harrisburg .....	Dr. Charles B. Fager
William Penn High School for Girls .....	Philadelphia .....	William F. Gray
	(15th & Wallace Sts.)	
William Penn Senior High School	York .....	C. B. Heinly
Williamsport Dickinson Seminary	Williamsport .....	Dr. John W. Long
Williamsport High School.....	Williamsport .....	J. E. Nancarrow
Wilson Borough Junior-Senior High School .....	Easton .....	J. Harry Dew
Wright's School, Miss.....	Bryn Mawr .....	Guier S. Wright
Wyoming Seminary .....	Kingston .....	Dr. Levi L. Sprague
Wyomissing High School.....	Wyomissing .....	J. L. Appenzellar
York Collegiate Institute.....	York .....	Lester F. Johnson
<b>SWITZERLAND</b>		
International School of Geneva .	Geneva .....	Madame Thérèse Maurette
	(62 route de Chêne)	

#### REGULATIONS FOR REVISION OF LIST OF ACCREDITED SECONDARY SCHOOLS

A revised list of Accredited Secondary Schools is published on January 1 of each year. All accredited schools must submit reports, in as much detail as deemed necessary by the chairman, at frequent intervals. The Commission reserves the right to require a report every year from a school, and to remove it at any time from the List on account of violation of the standards.

#### COMMISSION ON SECONDARY SCHOOLS:

CHARLES C. TILLINGHAST, GEORGE WILLIAM MCCLELLAND, BEN G. GRAHAM, WALTER J. O'CONNOR, L. GERTRUDE ANGELL, IRA R. KRAYBILL, GEORGE M. WILEY, CHARLES H. BREED, JOHN H. DENBIGH, CHARLES MAXWELL MCCONN, E. D. GRIZZELL, *Chairman*.

*For information, apply to Chairman of Commission on Secondary Schools, 3440 Walnut Street, Philadelphia, Pa.*



# THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

## OTHER MEMBERSHIP INSTITUTIONS

JANUARY 1, 1936

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
Alliance College .....	Cambridge Springs, Pa. ...	Stephen Mizwa
Archmere Academy .....	Claymont, Del. ....	Rev. M. J. McKeough
Ashland High School .....	Ashland, Pa. ....	Maud M. Prichard
Atlantic City High School .....	Atlantic City, N. J. ....	Henry P. Miller
Bay Ridge High School .....	Brooklyn, N. Y. ....	Kate E. Turner
Bennett School of Liberal and Applied Arts .....	Millbrook, N. Y. ....	Miss Courtney Carroll
Bergen School for Girls .....	Jersey City, N. J. ....	Miss Louise W. Moora
Berkeley Irving School .....	New York City .....	William H. Brown
	(309 W. 83d Street)	
Brearley School .....	New York City .....	M. Millicent Carey, Ph.D.
	(610 E. 83d Street)	
Bryn Mawr School .....	Baltimore, Md. ....	Elizabeth S. Thomas
Central Evening High School ...	Philadelphia, Pa. ....	J. T. Rorer, Ph.D.
Columbia Institution for the Deaf	Washington, D. C. ....	Percival Hall, Litt.D.
Delaware Department of Public Instruction .....	Dover, Del. ....	H. V. Holloway
Elizabethtown College .....	Elizabethtown, Pa. ....	R. W. Schlosser
Fine's School (Miss) .....	Princeton, N. J. ....	Mrs. Beatrice L. Earle
First Slovak Catholic Girls' High School .....	Danville, Pa. ....	Mother M. Pius
Garrison Forest School .....	Garrison, Md. ....	Mary M. Livingston
Hamilton High School .....	Trenton, N. J. ....	Albert N. Flury
Highland Hall .....	Hollidaysburg, Pa. ....	Miss Callie Barksdale Gaines
Holy Angels Academy .....	Buffalo, N. Y. ....	Sister Catherine of Siena
Immaculate Conception High School .....	Lodi, N. J. ....	Sister Mary Leona
Independence Township High School .....	Avella, Pa. ....	W. L. Hays
Irving School (The) .....	Tarrytown, N. Y. ....	J. M. Furman, L.H.D.
Liberty High School .....	Liberty, N. Y. ....	David E. Panebaker
Livingstone Academy .....	Washington, D. C. ....	E. T. Dickinson
Mary Lyon School .....	Swarthmore, Pa. ....	Haldy Miller
		Frances Leavitt Crist
Madison Senior High School ...	Wilson Park, Rochester, N. Y. ....	Theodore A. Zornow
Maret School .....	Washington, D. C. ....	The Misses Maret
Maryland State Normal School ..	Towson, Md. ....	Lida Lee Tall, Litt.D.
Millville Memorial High School ..	Millville, N. J. ....	Gordon C. Boardman
Milne High School .....	Albany, N. Y. ....	John M. Sayles
Monroe High School .....	Monroe, N. Y. ....	Clarence H. Powell
Moravian Seminary and College for Women .....	Bethlehem, Pa. ....	Edwin J. Heath, D.D.
New Hartford High School ....	New Hartford, N. Y. ....	D. E. Grove
New Jersey Department of Public Instruction .....	Trenton, N. J. ....	Charles H. Elliott, Ph.D.
Norwich High School .....	Norwich, N. Y. ....	F. R. Wassung
Penn High School .....	Greenville, Pa. ....	A. R. Stewart
Pennsylvania Military College ..	Chester, Pa. ....	Colonel C. E. Hyatt



SCHOOL	LOCATION	HEAD
Pennsylvania State Department of Public Instruction .....	Harrisburg, Pa. ....	James N. Rule, Ph.D.
Pittsburgh Academy .....	Pittsburgh, Pa. ....	James F. Grady
Pittston High School .....	Pittston, Pa. ....	D. J. Cray, Ph.D.
Rancocas Valley Regional High School .....	Mount Holly, N. J. ....	Waldo G. Kind
Raymond Riordon School .....	Highland, N. Y. ....	Ronald L. Barry
Rutherford Senior High School ..	Rutherford, N. J. ....	Wilmot H. Moore
St. John's College .....	Washington, D. C. ....	Brother Dorotheus
St. Joseph's Academy .....	McSherrystown, Pa. ....	M. St. Ignatius
Saratoga Springs High School ...	Saratoga Springs, N. Y. ....	N. M. Connolly
Severn School .....	Severna Park, Md. ....	Rolland M. Teel
Silver Bay School .....	Silver Bay on Lake George, N. Y. ....	Glenn B. Snyder
Southside High School .....	Elmira, N. Y. ....	C. F. McNaught
State College for Teachers .....	Albany, N. Y. ....	Abram R. Brubacher, Ph.D.
State Teachers' College .....	Millersville, Pa. ....	C. H. Gordinier, Ph.D.
State Teachers' College .....	Slippery Rock, Pa. ....	J. Linwood Eisenberg, LL.D.
State Teachers' College .....	West Chester, Pa. ....	Norman W. Cameron, Ph.D.
Stevens Hoboken Academy .....	Hoboken, N. J. ....	B. F. Carter
Storm King School .....	Cornwall, N. Y. ....	Anson Barker
Stuyvesant High School .....	New York City .....	Ernest R. VonNardoff
	(345 E. 15th Street)	
University of the State of New York .....	Albany, N. Y. ....	Frank P. Graves, LL.D.
Upsala College .....	East Orange, N. J. ....	Carl G. Erickson, Ph.D.
Verona High School .....	Verona, N. J. ....	Harold A. Crane
Wagner Memorial Lutheran College .....	Staten Island, N. Y. ....	Herman Brezing
Washington Preparatory School .	Washington, D. C. ....	James A. Bell, Ph.D.
Waynesburg College .....	Waynesburg, Pa. ....	Paul R. Stewart, Sc.D.
Marjorie Webster Schools, Inc. .	Washington, D. C. ....	Marjorie F. Webster
West New York Memorial High School .....	West New York, N. J. ....	C. A. Woodworth
West Pittston High School .....	West Pittston, Pa. ....	R. J. W. Templin
Westwood High School .....	Westwood, N. J. ....	W. O. Lippitt
Wilson High School of Spring Township .....	West Lawn, Pa. ....	S. H. Brown

## DELEGATES REGISTERED, 1935

- ABINGTON FRIENDS' SCHOOL, *Jenkintown, Pa.*; Henry A. Dresser, Acting Headmaster.  
ABINGTON HIGH SCHOOL, *Abington, Pa.*; Alice F. Weaver.  
ACADEMY OF THE SISTERS OF MERCY, *Philadelphia, Pa.*; Sister M. Dolores, Sister Mary Bernard, Principal.  
ADELPHI COLLEGE, *Garden City, L. I., N. Y.*; Owen G. Groves.  
ALBANY ACADEMY, *Albany, N. Y.*; Islay F. McCormick, Headmaster.  
ALLEGHENY COLLEGE, *Meadville, Pa.*; William Pearson Tolley, President.  
AMERICAN UNIVERSITY, *Washington, D. C.*; G. B. Woods, Dean; D. O. Kinsman, M. Luille Hardima, Hazel H. Feagans.  
ANNAPOLIS HIGH SCHOOL, *Annapolis, Md.*; Marion Gardner.  
AQUINAS INSTITUTE, *Rochester, N. Y.*; Rev. Joseph Grady, Principal; Rev. John W. Keefe.  
ARCHMERE ACADEMY, *Claymont, Del.*; M. T. McKeough, Headmaster.  
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